DOCUMENT RESUME

ED 368 452 PS 022 062

TITLE	Sesame Street PEP Handbook. Second Edition.
INSTITUTION	Children's Television Workshop, New York, N.Y.
SPONS AGENCY	Corporation for Public Broadcasting, Washington, D.C.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE	93
NOTE	288p.
AVAILABLE FROM	Children's Television Workshop, One Lincoln Plaza, New York, NY 10023.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Beginning Reading; Childrens Literature; *Cultural Awareness; Enrichment Activities; Family (Sociological Unit); *Language Skills; *Learning Activities; Literacy; Preschool Education; Program Guides; Reading Attitudes; *Self Esteem
IDENTIFIERS	*Developmentally Appropriate Programs; Emergent Literacy; *Sesame Street

ABSTRACT

This handbook for early childhood educators describes the Sesame Street PEP, an educational enrichment program for 3- to 5-year-olds that makes learning a fun and challenging adventure by using the educational goals of the Sesame Street show, children's books, and developmentally appropriate activities. This program seeks to: (1) stimulate children's natural curiosity; (2) help children learn about the world around them; (3) provide opportunities for children to develop to their full potential; (4) foster a love of reading; (5) boost positive self-esteem; (6) enhance children's language and literacy skills; and (7) develop an appreciation of human diversity. The handbook is divided into seven sections. The introduction explains the program's goals and components. The second section offers tips for implementing the program. The third section discusses developmentally appropriate practices and how Sesame Street PEP meets those criteria. The fourth section offers suggestions for reading with children and includes tips for creating reading spaces and building a library collection. The fifth section contains play and learn activities grouped into the areas of children and their world, human diversity, learning about symbols, and thinking skills. The activities are designed for 4- and 5-year-old children, but tips for adapting them for 3-year-olds are included. This section also includes advice for using the activities and lists of related children's books. The sixth section provides additional resources, and the last section discusses "Today on Sesame Street," the monthly guide to the Sesame Street show. (TJQ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 368 452

Handbook

Second Edition

CTW
SESAME STREET PEP™
TM of CTW. Elmo © 1993 Henson

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

Digna Sanchez

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

© 1993 Children's Television Workshop (CTW)

Sesame Street PEP is supported in part by the Corporation for Public Broadcasting, an institutional grant from The John D. and Catherine T. MacArthur Foundation, and Children's Television Workshop

BEST COPY AVAILABLE

PS 022062

Sesame Street PEP Handbook

Table of Contents

At a Glance..1-4

Introduction..5-11

Planning and Practicing....................................12-30

How Children Grow and Learn With *Sesame Street PEP* : Developmentally Appropriate Practices.................31-37

Reading With Your Children.............................38-44

Play and Learn Activities:

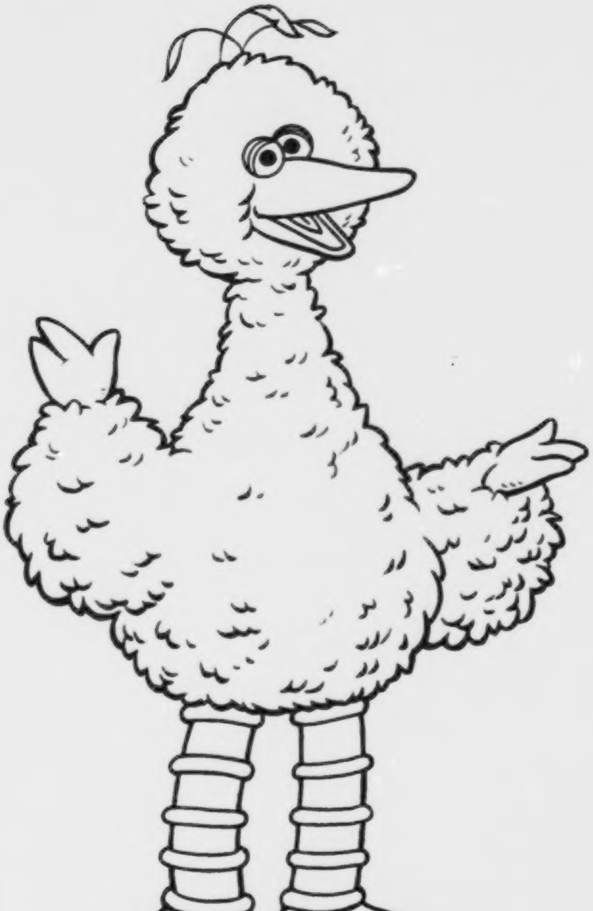
- Introduction to the Play and Learn Activities..............45-54

  - Children and Their World:

    - Myself.. 1-60
    - My World.................................... 1-56
  - Human Diversity.............................. 1-20
  - Learning About Symbols.................. 1-40
  - Thinking Skills................................ 1-22

Resources..55-59

Today On Sesame Street....................................60-61



© 1993 Jim Henson Productions, Inc.

BEST COPY AVAILABLE

Introduction

Welcome to Sesame Street PEP [illegible]

The Sesame Street Show [illegible]

Sesame Street PEP [illegible]

Using the Television in Child Care [illegible]

Meet the Sesame Street Muppets

Meet the Sesame Street Characters 8-11

BEST COPY AVAILABLE

At
A Glance

Introduction

What's the **Sesame Street Preschool Educational Program**, *and how can it work for you?* This section explains the program's educational goals and its components. You'll also meet the Muppets and characters on the *Sesame Street* show.

Planning and Practicing

How do you incorporate **Sesame Street PEP** *into your day?* Whether this is your first time using the program or you just need a few fresh ideas, here are some easy-to-follow suggestions. Step-by-step tips will help you plan how to use **Sesame Street PEP**, and easy-to-follow guides can help you practice any part of the program you wish. There's also information on *Today On Sesame Street* and sample schedules.

How Children Grow and Learn With *Sesame Street PEP*: Developmentally Appropriate Practices

How does **Sesame Street PEP** *help you meet children's needs?* This section explains how **Sesame Street PEP** was designed to offer children activities and experiences that are appropriate for their level of development. This section also includes guidelines for working with children with disabilities.

Reading With Your Children

How can you make reading one of the most exciting parts of your day? It's easy to make this a special activity for you and your children. Try the suggestions offered here to make children's books come alive and to create a cozy reading corner. This section also gives you tips on building your own library.

Play and Learn Activities

What does play have to do with learning? Everything! The activities offered in this section support the educational goals of the *Sesame Street* show. They're grouped by goals into four areas. The activities are designed for four- and five-year-old children, and we include ways you can adapt them for three-year-olds. In this section, you'll also find helpful tips for using the activities, and lists of children's books related to the goal of each activity. What's more, to extend the activities and goals, you'll find tips on planning and taking field trips and neighborhood walks.

Resources

Where do you go for much needed information? Here! You'll find lists of professional books and organizations.

Today On Sesame Street

How do you know what's on the Sesame Street *show?* Just read *Today On Sesame Street (T.O.S.S.).* Store your issues here along with information and tips on using *T.O.S.S.*

Sesame Street PEP Handbook

Children's Television Workshop would like to thank Ralph B. Rogers and all of the Public Television Stations and their staff who have helped make **Sesame Street PEP** possible.

Children's Television Workshop would like to thank the following individuals for serving on the **Sesame Street PEP** National Advisory Board, and for their contribution to the development of the **Sesame Street PEP Handbook**:

Rebecca Barrera
Executive Director
Corporate Child Care
Development Fund for Texas

Dr. Evelyn Castro
Principal
Hunter College Campus
Elementary School

Marian Wright Edelman
President and Founder
Children's Defense Fund

Dr. Edward Green
Center for Educational Programs

Sarah M. Greene
Executive Director
National Head Start Association

Kay Hollestelle
Executive Director
The Children's Foundation

Nancy Kolben
President
National Association of Child Care
Resource and Referral Agencies

Elba Montalvo
Executive Director
Committee for Hispanic
Children and Families

Evelyn K. Moore
Executive Director
National Black Child
Development Institute

Dr. Leslie Morrow
Chairperson
Department of Learning
and Teaching
Graduate School of Education
Rutgers, the State University
of New Jersey

Dr. Dorothy Strickland
New Jersey Professor
of Reading
Graduate School of Education
Rutgers, the State University
of New Jersey

Children's Television Workshop would like to thank the following individuals for their contribution to the development of the **Sesame Street PEP Handbook**:

Pat Gardner
Executive Assistant to the Director
Child Development
California Department of Education

Maria Otto
Family Day Care Specialist
Child Care Inc.

Marilyn Smith
Executive Director
National Association for the
Education of Young Children

Children's Television Workshop would like to thank the following members of the California Department of Education for their work on the Developmentally Appropriate Practices section of the **Sesame Street PEP Handbook**:

Dr. Mary Sue Ammon

Dr. Julia Crockett

Dr. Janet Gonzalez-Mena

Dr. Gray Kinley

Dr. Dianne Widmeyer-Eyer

Children's Television Workshop would also like to thank Dr. William H. Teale of the Department of Education at the University of Texas at San Antonio for his assistance in compiling **Sesame Street PEP**'s list of Children's Books.

Welcome to *Sesame Street* *PEP!*

Sesame Street PEP is an educational enrichment program for three- to five-year-olds. It makes learning a fun and challenging adventure by using the educational goals of the *Sesame Street* show, children's books, and developmentally appropriate activities in new and exciting ways.

Sesame Street PEP will:
- stimulate children's natural curiosity.
- help children learn about the world around them.
- provide opportunities for children to develop to their full potential.
- foster a love of reading.
- boost positive self-esteem.
- enhance children's language and literacy skills.
- develop an appreciation of human diversity.

Before we show you just how easily **Sesame Street PEP** can be incorporated into your existing schedule, let's take a look at the educational goals of the *Sesame Street* show.

The *Sesame Street* Show

The *Sesame Street* show makes learning fun for children, child care professionals, and families. It encourages children to feel good about who they are and to take pride in what they do. And because each Muppet on the *Sesame Street* show represents a different emotion and need, the show helps children get in touch with their emotions.

The *Sesame Street* show is based on over 200 educational goals, which are grouped into four areas:

1. Children and Their World promotes children's self-awareness and enriches their understanding of the world in which they live.

2. Human Diversity helps children become familiar with many cultures, peoples, families, lifestyles, and points of view. Children learn that all types of people are alike and different in many ways.

3. Learning About Symbols provides children with experiences that help them take their first steps toward reading, writing, and math.

4. Thinking Skills helps children interpret the sights and sounds of their world, develop skills in understanding relationships, sorting, classifying shapes, sizes, functions, rhythms, and patterns.

Sesame Street PEP

There are three components, or parts, to **Sesame Street PEP**. The idea is to choose a goal for the day, and then help children understand the goal by reinforcing it through:

1. Viewing the *Sesame Street* show
2. Reading with children
3. Doing related activities

It doesn't matter which component of **Sesame Street PEP** you do first. What is important is that you help children make the connections between the goal from the *Sesame Street* show, the book you read, and the activity you do.

Here, now, is an overview of each component.

1. Viewing the *Sesame Street* Show

The *Sesame Street* show presents a variety of types of segments, from "street scenes" featuring *Sesame Street* characters and Muppets to animation and films. All of these segments provide information and experiences that enhance children's learning and give them opportunities to visit a world that is larger and more diverse than their own.

To help you choose a particular goal and segment, check your current issue of *Today On Sesame Street (T.O.S.S.)*, which you'll receive each month. *T.O.S.S.* also offers activities related to goals being featured and suggests books to read with the children. The **Today On Sesame Street** section of this handbook provides additional information and tips on using *T.O.S.S.*, and it's a good place to store your issues of *T.O.S.S.* for easy reference.

As you watch the selected segment from the *Sesame Street* show with the children, encourage them to describe what they see, repeat new words, imitate and role-play positive actions and behaviors, predict what will happen next, and recall things that have happened to them that are similar to what they see on the show.

If possible, tape the show before you watch it with the children. This way, you can plan how to help children think about what they are seeing. (See the Taping Guidelines in the **Planning and Practicing** section.)

2. Reading With Your Children

When the books you share with the children relate to the goal you're featuring, reading becomes even more educational and exciting. At the beginning of each week, choose a variety of good books that relate to the goal you've chosen from the *Sesame Street* show. Read these books to the children, then leave them out for the children to "read" on their own.

3. Doing Related Activities

The **Sesame Street PEP** activities extend the goals of the *Sesame Street* show by encouraging the children to explore the materials all around your room in fun and exciting ways.

Using the Television In Child Care

Television can be an educational tool. Help the children connect the *Sesame Street* segments they watch to the activities they do and the children's books they read.

Recommended Viewing Times for the *Sesame Street* Show

The following guidelines can help you determine how long your children should spend watching the *Sesame Street* show:

- With three-year-olds:10-15 minutes
- With four-year-olds:15-30 minutes
- With five-year-olds:20-30 minutes

Using the Television Safely

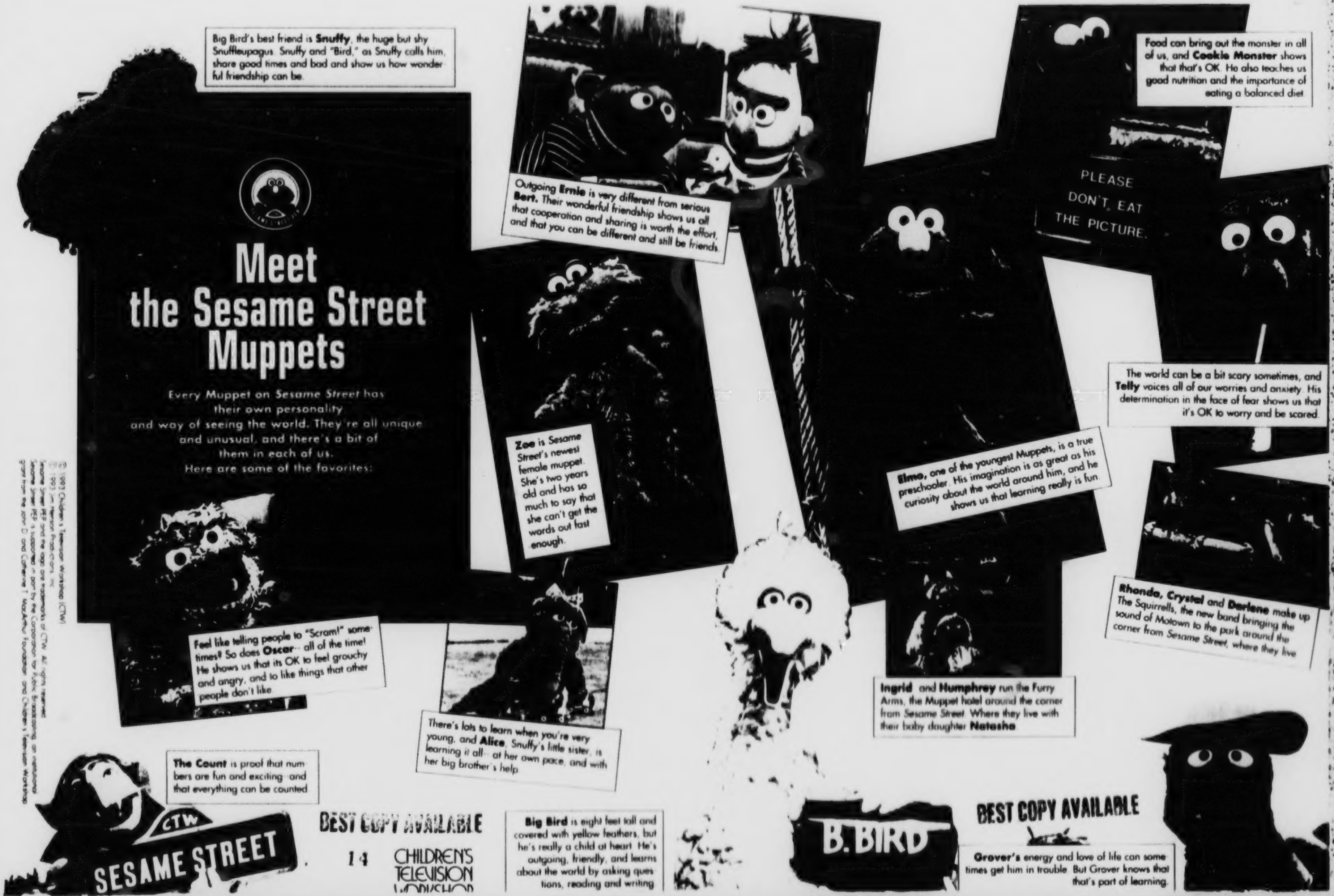
Television sets can cause injuries if they fall over. Here are some tips on how to prevent accidents.

- **Place the TV in a safe and stable place.** If possible, the TV should be on a large surface and away from the edge.

- **Move the TV very carefully.** It's important that only adults move the set and that children are at a safe distance while it's being moved.

- **When watching TV, children should be at a comfortable viewing distance from the set.** Explain to the children that the television is big and heavy, and that they need to be very careful around it. If you like, make a "safety line" by putting a strip of tape on the floor about a foot from the TV.

- **Always cover electric outlets when they are not being used.** Keep electric cords away from the children's reach.



Meet the Sesame Street Muppets

Every Muppet on *Sesame Street* has
their own personality
and way of seeing the world. They're all unique
and unusual, and there's a bit of
them in each of us.
Here are some of the favorites:

Big Bird's best friend is **Snuffy**, the huge but shy Snuffleupagus. Snuffy and "Bird," as Snuffy calls him, share good times and bad and show us how wonderful friendship can be.

Outgoing **Ernie** is very different from serious **Bert**. Their wonderful friendship shows us all that cooperation and sharing is worth the effort, and that you can be different and still be friends.

Food can bring out the monster in all of us, and **Cookie Monster** shows that that's OK. He also teaches us good nutrition and the importance of eating a balanced diet.

The world can be a bit scary sometimes, and **Telly** voices all of our worries and anxiety. His determination in the face of fear shows us that it's OK to worry and be scared.

Zoe is Sesame Street's newest female muppet. She's two years old and has so much to say that she can't get the words out fast enough.

Elmo, one of the youngest Muppets, is a true preschooler. His imagination is as great as his curiosity about the world around him, and he shows us that learning really is fun.

Feel like telling people to "Scram!" sometimes? So does **Oscar**-- all of the time! He shows us that its OK to feel grouchy and angry, and to like things that other people don't like.

Rhonda, Crystal and **Darlene** make up The Squirrells, the new band bringing the sound of Motown to the park around the corner from *Sesame Street*, where they live.

Ingrid and **Humphrey** run the Furry Arms, the Muppet hotel around the corner from *Sesame Street*. Where they live with their baby daughter **Natasha**.

There's lots to learn when you're very young, and **Alice**, Snuffy's little sister, is learning it all-- at her own pace, and with her big brother's help.

The Count is proof that numbers are fun and exciting and that everything can be counted.

Big Bird is eight feet tall and covered with yellow feathers, but he's really a child at heart. He's outgoing, friendly, and learns about the world by asking questions, reading and writing.

Grover's energy and love of life can sometimes get him in trouble. But Grover knows that that's part of learning.

© 1993 Children's Television Workshop (CTW)
© 1993 Jim Henson Productions, Inc.
Sesame Street PEP and the logo are trademarks of CTW. All rights reserved.
Sesame Street PEP is supported in part by the Corporation for Public Broadcasting, an institutional grant from the John D. and Catherine T. MacArthur Foundation, and Children's Television Workshop.

CHILDREN'S
TELEVISION
WORKSHOP

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Meet the *Sesame Street* Characters

The characters who live on *Sesame Street* and around the corner reflect the diversity of the world around us. Young and old, male and female, married and single, people of different cultures, with and without disabilities—all living, playing, and working together. *Sesame Street* is a neighborhood of people who help each other, and care for each other.

Linda, a Caucasian, is a Deaf librarian. She communicates with her friends, and her Muppet dog Barkely, through sign language.

Bob, a Caucasian, is a music teacher who sings, plays the flute and piano and conducts the *Sesame Street* orchestra and band. He's very busy but always finds time for his special friend Linda.

Celina, a Filipino, runs the dance studio around the corner from *Sesame Street*.

Gordon, **Susan**, and **Miles** are an African-American family who have been an important part of the *Sesame Street* neighborhood for a long time. Gordon, a science teacher, is a caring and gentle man, especially with his son, Miles. Susan is a visiting nurse, and likes to fix cars as a hobby.

BEST COPY AVAILABLE

Meet the *Sesame Street* Characters Con't.

Gina, a Caucasian, brings her enthusiasm and energy to Hooper's Store, where she works.

Savion Glover, an African-American, loves to teach tap dancing to children almost as much as he loves to tap.

Mr. Hanford, an African-American, is a retired firefighter and the owner of Hooper's store. He is another reminder of the important role that older people play in the neighborhood.

Uncle Wally, a Caucasian, is older in years but young at heart. His nephew, Bob, is sometimes embarrassed by his energy and playfulness.

Maria is Puerto Rican. She runs the Fix-It-Shop with her husband **Luis**, a Mexican American. They spend as much time with their daughter **Gabriela** as they can. In his spare time, Luis plays the guitar, and sings in English and Spanish.

BEST COPY AVAILABLE

Tarah, a Caucasian, is nine years old. She is disabled and in a wheelchair.

Ruthie, a Caucasian, runs the thrift shop, Finders Keepers, around the corner from *Sesame Street*. She is a natural storyteller, and has a story for every item in her store.

Angela and **Jamal** live around the corner from *Sesame Street* with their six-month-old baby, **Keyla**. They are African-Americans, and have very important jobs in the neighborhood. Angela runs a family child care program, taking care of the neighborhood children. Jamal is a park ranger, and works in the park around the corner from *Sesame Street*.

Nathan and **Carlo** are two new kids on the street. Nathan is a four-year-old Caucasian boy, and Carlo, a Latino, is 14.

BEST COPY AVAILABLE

©1993 Jim Henson Productions, Inc.

BEST COPY AVAILABLE

Planning and Practicing

[illegible]

BEST COPY AVAILABLE

Planning and Practicing

Now that you've completed the **Sesame Street PEP** Training and received your **Sesame Street PEP Handbook** and Video, you're ready to begin making **Sesame Street PEP** a part of your existing program. You can do **Sesame Street PEP** in any order you choose: Start with viewing the *Sesame Street* show, reading a children's book, or doing a related activity. Then, change the order as you wish. This section has two parts:

Planning. Before you use the components of **Sesame Street PEP**:

- become familiar with *Today On Sesame Street.*
- plan for viewing the *Sesame Street* show.
- plan for reading with your children.
- plan for doing related activities.

Practicing. To make it easy to use **Sesame Street PEP**, use these guides in any order you wish:

- practice viewing the *Sesame Street* show.
- practice reading with your children.
- practice doing related activities.
- practice putting it all together.

You might find it helpful to review the **Sesame Street PEP** goal areas. Also, keep in mind the **3 P's** of **Sesame Street PEP**:

- **Prepare** yourself and your children for learning.
- **Participate** when viewing the show and reading with your children, by encouraging them to imitate what they see, repeat new words they hear, predict what will happen next, sing, and count along.
- **Provide** related activities that extend and enrich the goals of **Sesame Street PEP**. Make the connection between the goal from the show, the children's book, and the related activities.

Planning

Becoming Familiar With *Today On Sesame Street*

Today On Sesame Street (T.O.S.S.) is your monthly guide to the *Sesame Street* show. It lets you know what will be on the show, and helps you to prepare and develop daily plans based on specific educational goals. *T.O.S.S.* is an important part of **Sesame Street PEP**'s effort to help you and your children play and learn!

[redacted]

Each issue offers you:

- **Show Information:** For each show, there's a description of a segment in the first 30 minutes of the show. For each segment, *T.O.S.S.* highlights one of the goals of that segment, and lists the show's letters and number for the day.
- **Related Activities:** For each segment, *T.O.S.S.* offers activity suggestions related to the featured goal.
- **This Month's Suggested Children's Books:** These children's books are based on the goals most often featured in that issue. They're included in the booklists in this handbook.
- **Working With Your Children:** Tips on how to help your children learn about the specific goals and themes featured in that issue.
- **Also Note:** Descriptions of some segments included in the shows covered in the issue that you might want to feature in addition to, or instead of, the featured segments.

[redacted]

The following steps can help you make the most of *T.O.S.S.*

1. Choose a goal to highlight. You can highlight the goal featured in *T.O.S.S.*, another goal presented in the featured segment, or a goal presented in another segment of the show.

2. Read the tips on the goal you're highlighting in the Play and Learn Activities.

3. Choose a related activity. You can use the activity suggestions offered in *T.O.S.S.*, the Play and Learn Activities, or make up your own activity. If you've identified and are highlighting a goal other than the one that's featured in *T.O.S.S.*, you can use the Play and Learn Activities related to that goal, adapt the activity suggestions in *T.O.S.S.*, or make up your own activity.

4. Choose a related book. There's a list of children's books for every goal covered in the Play and Learn Activities. *T.O.S.S.* offers Suggested Children's Books based on the goals most often featured in that issue.

5. Think about how to help the children make the connection between the goals presented in the show and the activities and/or children's books you've chosen.

6. After doing the related activity, think about how it worked. Did the children enjoy the activity and learn from it? What did you do that worked well? How might you do something differently?

Planning for Viewing the *Sesame Street* Show

1. Read *Today On Sesame Street (T.O.S.S.).* Choose a *Sesame Street* show to tape. (See the Taping Guidelines on the next page.)

2. Review the tape, and look for the segment that's highlighted in *T.O.S.S.* or other segments you might like to view with your children.

3. Identify the educational goals of those segments.

Featured
Goals:____

4. Read about the *Sesame Street* show in the **Introduction.**

5. Decide when you'll integrate viewing the segments with your children into your schedule.

____
(Date) (Time)

6. Choose a children's book and/or an activity related to the goal to share with your children. Collect and prepare the materials you'll need.

[illegible] Street Show Using the 3 P's

1. Decide how you'll **prepare** yourself and the children for learning. *Before viewing, my children and I can talk about, share, read about, or do the following activity:*

____

2. Decide what methods you'll use to encourage the children to **participate** in viewing. *While we view, we can describe what we see, repeat new words we hear, sing and count along, make predictions.*

____

3. Plan to **provide** related books and/or activities for your children that will extend and enrich the segment(s) and goal(s). Decide when you'll integrate them into your daily schedule and what materials you'll need. Be sure to make the connection between the goal from the show and the related book and/or activity. *We will follow the viewing by reading this book or doing this activity:*

____

Taping Guidelines

You may tape the *Sesame Street* show off the air and keep the tape for one year, and use the tape in child care settings only. Unauthorized copying or other use (including broadcast, home video, and showings before audiences) is not permitted.

BEST COPY AVAILABLE

Planning for Reading With Your Children

1. Read the section **Reading With Your Children.**

2. Choose a book from the Children's Booklists that introduces or extends a goal from the *Sesame Street* show or the **Play and Learn Activities** section of the handbook. *We will read:*

____

3. Obtain the book from the library, your own collection, or one of your children's family members.

4. Decide when you'll integrate reading the book with your children into your schedule.

____

(Date) (Time)

5. Select a segment from the *Sesame Street* show and/or a "Reading and Doing" activity from the **Play and Learn Activities** section of the handbook related to the goal. Collect and prepare the materials you'll need.

[illegible]

1. Prepare to read with your children by practicing the tips to make the book "come alive." *I will make the book "come alive" by:*

____

2. Decide what strategies you'll use to encourage the children to **participate**, so they become involved in the story. *I will encourage the children to particpate in the story by:*

____

3. Plan to **provide** a related activity and view a segment of the *Sesame Street* show that will extend the goal of the book. Decide when you'll integrate them into your daily schedule.

Planning for Doing Related Activities

1. Read the **Introduction to The Play and Learn Activities** section.

2. Choose an activity from the **Play and Learn Activities** section that introduces or extends a goal from the *Sesame Street* show or from a children's book.

____
(Activity)

3. Decide when you'll integrate the activity into your daily schedule. For example, during art, music, or free play. (See "Suggestions for Incorporating **Sesame Street PEP** into Your Schedule," on page 25.)

______________ ____________ during ____________________
(Date) (Time) (Activity/ Period)

4. Collect and prepare the materials needed for the activity.

5. Choose a children's book and/or segment from the *Sesame Street* show related to the goal to share with your children.

[illegible] Activities Using the 3 P's

1. Decide how you'll **prepare** the children for the activity by talking about, sharing, or doing the following:

____

2. Decide how you'll encourage the children to **participate** — these are hands-on activities.

3. Plan to **provide** children with opportunities to share and explore other ideas related to the activity, by reading children's books and viewing segments of the *Sesame Street* show. Decide how you'll integrate them into your daily schedule.

Practicing

Viewing the *Sesame Street* Show

Choose three days during the week to use this guide, which will help you practice viewing the Sesame Street *show.*

You'll need:

- *Today On Sesame Street* (*T.O.S.S.*)
- **Sesame Street PEP** Video
- your VCR
- a blank videotape

Day I: Previewing the Sesame Street Show

- View the portion of your *Sesame Street* Video that describes how to view the Sesame Street show.
- Read "The *Sesame Street* Show" in the **Introduction.**
- View the segment that is highlighted in *T.O.S.S.* for the day.
- Identify any other goals that you could use from the show.
- Think about the different ways you can introduce and/or follow-up viewing the *Sesame Street* show.
- Think about the different viewing techniques that you'll use with your children.

Day II: Taping a Show

- Read *T.O.S.S.*
- Select a segment you'd like to tape or view.
- Tape the show on the day you've selected.
- Practice using your VCR:recording, pausing, tracking, fast forwarding, and rewinding.
- Plan where you'll pause the show in order to encourage your children's participation during viewing.
- Re-read your VCR manual for future use if you're not satisfied with the quality of the tape you've recorded.

[illegible] Viewing With Your Children

- Prepare a viewing area for you and your children. There should be enough room for children to dance, clap, and do other show related activities.
- Set the tape to start on the spot where you want your children to begin viewing.
- Before turning on the show, talk to the children about what they'll see and hear.
- View the show with your children, using as many **Sesame Street PEP** strategies as you can. Encourage the children to:
  - describe what they see.
  - repeat new words they hear.
  - imitate and role-play positive actions and behaviors.
  - predict what will happen next.
  - recall things that have happened to them that are similar to what they see on the *Sesame Street* show.

Recommended Viewing Times

With three-year-olds: 10-15 minutes

With four-year-olds: 15-30 minutes

With five-year-olds: 20-30 minutes

How Did It Go?

- Do I understand how to use *T.O.S.S.*?
- Do I feel comfortable using my VCR?
- Have I decided on the best time for viewing the *Sesame Street* show?
- Will I continue to tape the show or will I view the live broadcast of the *Sesame Street* show?
- Did the children participate in the viewing as much as I would have liked them to?
- Did we enjoy the *Sesame Street* show?

Reading With Your Children

Choose three days during the week to use this guide, which will help you practice reading with your children.

You'll need:

- **Sesame Street PEP Handbook** and Video
- collection of children's books
- *Today On Sesame Street (T.O.S.S.)*

Day I: Getting Ready for Reading With Your Children

- Read the section **Reading With Your Children**.
- View the **Reading With Your Children** section of your **Sesame Street PEP** Video.
- Review your collection of children's books.
- Collect as many good books as you can.
- Prepare a comfortable and cozy reading area for you and your children.

Day II: Reading With Your Children

- Choose several books that introduce or extend a goal from the *Sesame Street* show or the Play and Learn Activities.
- Give your local librarian the titles of the books you need. Also, ask other people if they have any of the books you need, and, if so, if you can borrow them or swap books from your collection.
- Decide when you'll read with your children.
- Read a book with the children, using as many techniques as you can to help the book "come alive."
- Read the rest of the books you've selected throughout the week.
- Make the books available to children so they can "read" them during the day.
- Be sure to make the connection between the day's goal and your book reading.

Day III: Extending Reading With Your Children

- After you finish reading with your children, encourage them to act out the story, draw a picture about the story, or make a book about the story.
- Use *T.O.S.S.* to choose a segment of the *Sesame Street* show related

to the goal of the book to view with your children.

- Select a "Reading and Doing" activity from the **Play and Learn Activities** section of this handbook that's related to the goal, or make up your own activity.
- Be sure to make the connection between the book you read, the *Sesame Street* show, and the activity.

How Did It Go?

- Do I have the beginnings of a good book collection?
- Does my book reading area have open space for several children, as well as private spaces for children to read alone?
- Am I getting better at making books "come alive?" (Keep practicing!)
- Did I remember to make the connection between the day's goal in the book, the *Sesame Street* show, and the activity?

Doing Related Activities

Choose three days during the week to use this guide, which will help you practice doing related activities.

You'll need:

- a wide variety of materials, depending on the activity
- *Today On Sesame Street (T.O.S.S.)*
- **Sesame Street PEP Handbook**

Day I: Getting Ready for [illegible]

- Read the **Introduction to the Play and Learn Activities** section.
- Read the suggested activities in *T.O.S.S.* and the **Play and Learn Activities** section.
- Choose an activity that introduces or extends a goal from the *Sesame Street* show.
- Collect all the materials you'll need to do this activity. You can ask family members to donate materials.

Day II: [illegible]

- Decide where and how you'll incorporate the related activity into your daily schedule. For example, during music period, reading, group time,

BEST COPY AVAILABLE

or art time.
- Do the related activity with your children in ways that make it fun for them.

[redacted]

- Use *T.O.S.S.* to choose a segment of the *Sesame Street* show, related to the goal of the activity, to view with your children.
- Select a children's book with a related goal to read with your children.
- Be sure to make the connection between the activity you do, the *Sesame Street* show you view, and the book you read.

[redacted]

- Do I have the beginnings of a good collection of materials that I can use to do related activities?
- How many activities was I able to plan and connect to the **Sesame Street PEP** goals?
- Did each activity work out the way I planned?
- Do I need to make any changes the next time I plan any of these activities?
- Did I remember to make connections between the activities and the goals from the *Sesame Street* show?
- Did everyone have fun doing the activities?

Putting *Sesame Street PEP* All Together

Choose three days during the week to use this guide, which will help you practice putting ***Sesame Street PEP*** *all together.*

[redacted]

- Use *T.O.S.S.* to choose a **Sesame Street PEP** goal that you want to highlight with your children.
- Begin **Sesame Street PEP** with viewing the show.
- Decide where and how you'll incorporate the day's book reading and related activities into your daily schedule.
- Be sure to make the connection between the *Sesame Street* show, book reading, and the related activities.

Day II: Beginning [illegible]

- Use *T.O.S.S.* to choose a **Sesame Street PEP** goal that you want to highlight with your children.
- Begin **Sesame Street PEP** with reading with your children.
- Decide where and how you'll incorporate the day's viewing and related activities into your daily schedule.
- Be sure to make the connections between the *Sesame Street* show, book reading, and the related activities.

Day III: Beginning With a [illegible]

- Use *T.O.S.S.* to choose a **Sesame Street PEP** goal that you want to highlight with your children.
- Begin **Sesame Street PEP** with a related activity.
- Decide where and how you'll incorporate the day's viewing and book reading into your daily schedule.
- Be sure to make the connection between the *Sesame Street* show, book reading, and the related activities.

How Did It Go?

- Did I try beginning **Sesame Street PEP** by viewing the *Sesame Street* show?
- Did I try beginning **Sesame Street PEP** by reading with the children?
- Did I try beginning **Sesame Street PEP** by doing a related activity?
- Did one approach work better than the others or did they all work equally as well?
- Was I able to successfully incorporate each approach into my day's schedule?

BEST COPY AVAILABLE

Suggestions for Incorporating *Sesame Street PEP* into Your Schedule

Sesame Street PEP can be incorporated into your program in a variety of ways and at different times throughout your day. The following schedules are examples of some of the ways you can do this. Each schedule represents a typical day in child care programs in various areas of the country. *These are not* ***Sesame Street PEP*** *schedules*— they're only suggestions of how you can make **Sesame Street PEP** part of your day. Choose one or several of the ideas in italics to help you enhance your existing curriculum and incorporate **Sesame Street PEP** into your schedule.

Incorporating *Sesame Street PEP* in Family Child Care

8:00 - 8:30	**Breakfast**
8:30 - 9:00	**Free Play**
9:00 - 10:00	**Morning Activities**
10:00 - 11:00	**Choose *one* of the following components of *Sesame Street PEP* while infants/toddlers have morning nap time:** *Viewing the* Sesame Street *Show* • *Doing Related Activities* *Reading With Your Children*
11:45-12:15	**Getting Ready for Lunch** *Children can "read" to themselves.*
12:15 - 1:00	**Lunch Time**
1:00 - 4:00	**Afternoon Activities and Rest Period**
4:00 - 5:00	**Free Play** *Children can "read" to themselves.*

SESAME STREET [illegible]

• See **recommended viewing times** on page 20.

Italics indicate times when **Sesame Street PEP** might be incorporated into your existing schedule.

BEST COPY AVAILABLE

Beginning *Sesame Street PEP* with Viewing the *Sesame Street* Show

8:00 - 9:00	**Breakfast and Free Play**
9:00 - 9:30	**Group Time** *View and discuss the* Sesame Street *show.*•
9:30 - 10:15	**Free Play** *Extend the day's goal by including related Play and Learn Activities as options for children.*
10:15 - 10:45	**Book Reading** *Read and discuss a story that extends the goal for the day.*
10:45 - 11:45	**Outdoor Time** *Encourage children to explore their world.*
12:00 - 1:00	**Lunch Time**
1:00 - 3:00	**Rest Period**
3:00 - 3:30	**Music and Singing** *Include songs that extend the day's goal.*
3:30 - 4:30	**Outdoor Time**
4:30 - 5:30	**Table Games/Manipulatives** **Getting Ready to Go Home** *Children can "read" books on their own.*

SESAME STREET PEP IS EVERYWHERE!

• See **recommended viewing times** on page 20.

Italics indicate times when **Sesame Street PEP** might be incorporated into your existing schedule.

Beginning *Sesame Street PEP* with Reading With Your Children

8:00 - 9:00	**Free Play**
9:00 - 10:00	**Breakfast**
10:00 - 10:30	**Group Time** *Choose a book that introduces the day's goal.*
10:30 - 11:00	**Movement and Songs**
11:00 - 11:45	**Outdoor Time** *Extend the day's goal by including related Play and Learn Activities as options for children.*
12:00 - 1:00	**Lunch Time**
1:00 - 3:00	**Rest Period**
3:00 - 3:30	**View and Discuss the *Sesame Street* Show•**
3:30 - 3:45	**Snack**
3:45 - 4:30	**Free Play** *Extend the day's goals by planning a special Play and Learn Activity.*
4:30 - 5:15	**Outdoor Time**
5:15 - 6:00	**Table Games/Manipulatives** **Getting Ready to Go Home** *Children can "read" books on their own.*

SESAME STREET PEP IS EVERYWHERE!

• See **recommended viewing times** on page 20.

Italics indicate times when **Sesame Street PEP** might be incorporated into your existing schedule.

BEST COPY AVAILABLE

Beginning *Sesame Street PEP* with Related Activities

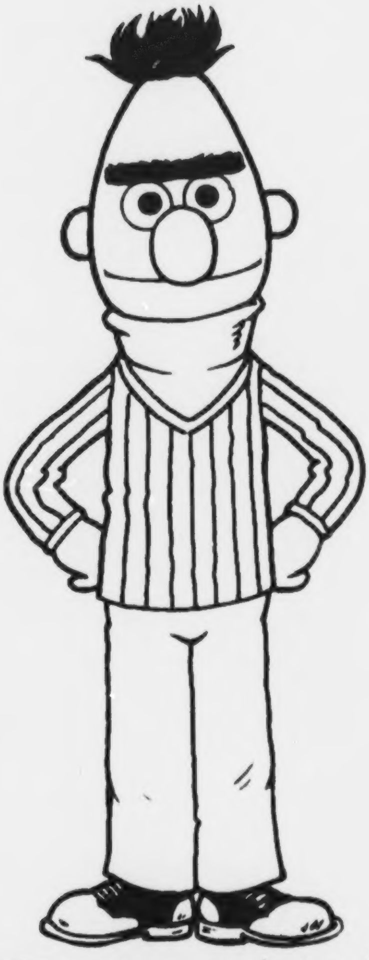
8:00 - 9:00	**Breakfast and Free Play**
8:00 - 9:45	**Free Play** *Include related Play and Learn Activities as options for children. Discuss the day's goals.*
9:45 - 10:15	**Reading With Your Children** *Read and discuss a book that extends the goal for the day.*
10:15 - 10:45	**Movement and Songs** *Include songs and activities that extend the day's goals.*
10:45 - 11:45	**Outdoor Play**
11:45 - 12:15	**Book Reading** *Allow children time to "read" on their own.*
12:15 - 1:00	**Lunch Time**
1:00 - 3:00	**Rest Period**
3:00 - 3:15	***View and Discuss the* Sesame Street *Show.*•**
3:15 - 3:30	**Snack**
3:30 - 4:30	**Outdoor Play**
4:30 - 5:30	**Free Play and Getting Ready to Go Home** *While the children are having fun, make as many connections between what they're doing and the goal of the day.*

SESAME STREET PEP IS EVERYWHERE!

- See **recommended viewing times** on page 20.

Italics indicate times when **Sesame Street PEP** might be incorporated into your existing schedule.

How Children Grow and Learn With **Sesame Street PEP:** *Developmentally Appropriate Practices*



©1993 Jim Henson Productions, Inc.

BEST COPY AVAILABLE

How Children Grow and Learn With Sesame Street PEP: *Developmentally Appropriate Practices*

BEST COPY AVAILABLE

How Children Grow And Learn With *Sesame Street PEP:*

Developmentally Appropriate Practices

Young children change and grow every day. In only a few years, they learn to roll over, sit up, crawl, stand, walk, run, even to hop and jump. At the same time, children begin to understand and use language, form friendships, and play and cooperate with other children. Eventually, children gain an understanding of other people's feelings. They also learn to solve problems, consider possibilities, and become interested in written symbols, including words, letters, and numbers.

That's a lot of learning for a child to master in such a short time! Our job as child care professionals is to nurture a child's ability to grown and learn. To do this, we must keep in mind that:

- **Children gain mastery in several developmental areas—physical, intellectual, language, social, and emotional—at the same time.** For example, as young children learn new words, they also begin to play and cooperate with other children.
- **Children learn in predictable *stages*.** Children crawl before they walk, and they talk in simple phrases before they can express their ideas in sentences.
- **Children learn at their own *pace*.** Some children can understand a concept after one experience, while others need many different experiences before they grasp the same concept.

Knowing how children develop in general and as individuals is important. We can use this information to plan learning activities and experiences that are *developmentally appropriate*. In other words, based on children's ages, abilities, and interests, we can offer them activities that are challenging, so they will be stimulated, and that allow them to be successful, so they won't feel frustrated.

The activities in **Sesame Street PEP** are designed to meet the needs of four- and five-year-olds, and we include ways you can adapt them for three-year-olds. However, please use these age suggestions in combination with your knowledge of individual children. Even if a child is within this age range, the activity may not be appropriate for him or her.

Fostering Learning

It's also important to create an environment for children that fosters learning and to provide them with opportunities to learn within that environment. The following guidelines for developmentally appropriate *practices* will help you do this. We'll also show you how to use **Sesame Street PEP,** which is based on developmentally appropriate practices, to encourage children to grow and learn.

- **Make children feel accepted and valuable.** Listen to what children say and respect their ideas. This helps children develop positive self-esteem.

  Sesame Street PEP: As you view the *Sesame Street* show, do related activities, or read books with your children, encourage them to talk about what they think and how they feel.

- **Provide a wide variety of age-appropriate materials and toys.** Children learn through play, using their bodies and all of their senses. Their natural curiosity is stimulated when they can explore their surroundings.

  Sesame Street PEP: Help your children use materials in many different ways. The activities are designed so children will be exposed to a variety of materials they can use in creative ways.

- **Create opportunities for active hands-on experiences.** Children learn by touching, manipulating, and experimenting with objects and things. As they learn, children need to repeat and practice newly acquired skills.

  Sesame Street PEP: The activities include opportunities for children to freely explore a range of materials. As children actively participate in each activity, allow them to work at their own level and pace.

© 1993 Jim Henson Productions, Inc.

- **Offer children choices.** Children need opportunities to choose how and what they will learn. When children decide what they want to play with, they stay motivated and interested.

  Sesame Street PEP: Invite children to pick and choose materials, and to help you decide how to do the activity.

- **Establish routines that include quiet and active times.** Children need time to pursue learning. They need time alone to explore the world around them. And they need time with others to learn about cooperation and social skills.

  Sesame Street PEP: Make Read Alone time a regular part of your daily schedule. Also, select activities that stress independent exploration and quiet problem-solving, as well as those that stress cooperation and movement.

- **Plan small group activities.** In small groups, children have more opportunities for active hands-on experiences, as well as more opportunities to interact with the materials and each other.

  Sesame Street PEP: Do each activity with a small group of children at a time. Also, read aloud to children in small groups.

- **Allow children to make mistakes.** As children attempt to gain new skills, they'll make many mistakes. Encourage them to experiment, and support their efforts. That way, children will understand that making mistakes is a natural part of learning.

  Sesame Street PEP: Have fun! Children can enjoy an activity even if they don't do each step as described.

- **Set limits that are reasonable and fair.** Clear, consistent limits let children know what's expected of them.

  Sesame Street PEP: The tips on each goal offer suggestions on how you can help children express their emotions in acceptable ways.

- **Encourage children to ask questions.** Children flourish in an environment where they can feel free to express ideas.

  Sesame Street PEP: The activities offer suggested *open-ended questions*—questions that require more than a "Yes" or "No" answer— you can use to encourage children to exercise their imaginations and express their ideas.

- **Challenge children to solve problems and develop thinking skills.** Facilitate problem-solving by asking open-ended questions. As children gradually acquire new skills, add more complex ideas or materials to an activity.

  Sesame Street PEP: Watching the *Sesame Street* show, reading children's books, and doing the activities all encourage children to think about themselves and their world in new ways.

Language and Literacy

Children begin to communicate at birth. By the time they're a year or two old, they've progressed from babbling to making recognizable sounds to speaking a few words. As their vocabulary increases, children also become aware of written language. They see family members reading books and signs, and writing lists and notes. Understanding that print has meaning is the first step to developing early reading and early writing skills.

You can nurture children's interest in using language by making it a meaningful part of their daily life. Here's how **Sesame Street PEP** can help you do this.

- **Encourage the children to use spoken language.** As you view the *Sesame Street* show, read books with your children, and do related activities, invite the children to describe what they see and think, and to predict what will happen next. Ask the children open-ended questions, which require more than a "Yes" or "No" answer.

- **Introduce new vocabulary words.** While children are playing, help them talk about their experiences. Explain what new words mean and repeat them often. In the Play and Learn Activities, new words are in italics.

- **Be a positive role model.** Use language every day in ways that are meaningful to young children. For example, when talking to children, label objects. Instead of saying, "Please get me that thing over there," say, "Please get the *newspaper* that's on the *desk*." Let children see you read the list of supplies before you do an activity. Invite them to help you write a thank-you note after taking a field trip.

- **Create writing areas or centers where children can "write" on their own.** Supply these areas with paper, markers, crayons, scissors, and other materials the children can use to make their own books, lists, and labels. Many of the activities suggest ways you can encourage children to write. Talk with children about what they're doing, and write down what they say in their own words.

- **Read to children every day.** When children are read to, they see that written words communicate a story that can be read over and over again by different people. For more tips on how to encourage language and literacy, see the **Reading With Your Children** section.

Children With Disabilities

In most ways, children with disabilities are just like all preschool children. Children with disabilities:

- are curious about their world.
- benefit from caring adults, predictable routines, well-designed environments, developmentally appropriate activities, and strong partnerships between child care professionals and family members.
- need to learn and grow in all developmental areas.
- require activities that encourage independence and problem-solving.

However, here are some special guidelines to keep in mind when working with children with disabilities.

- **Identify the child's strengths, and build on them, one step at a time.** Routine and repetition help the child know what to expect, and promote a strong sense of mastery and self-esteem.

- **Consider the child's individual learning style.** Plan and develop experiences and activities that enhance the child's strengths, competencies, skills, independence, and self-esteem.

- **Select goals, based on the child's primary needs, that can be easily met.** For example, does she need to increase her language skills, learn to dress herself, improve her eating skills? Does he need help in making friends, learning to pretend, learning to count, learning his name?

- **Adapt activities to meet a child's personal skills, learning style, and/or needs.** Be prepared to modify the activity to make it simpler or more complex. Don't hesitate to change the activity if the child is getting uncomfortable or tired.
- **Provide plenty of activities that encourage the special learner to use all of his or her senses.** Encourage the child to talk about what he or she is experiencing.
- **Invite other children in your group to join in the activity.** This encourages the children to interact, and offers the child with disabilities role models. It also provides the special learner with the opportunity to succeed in a group activity and build self-esteem.

Remove this page and put it on your bulletin board as a daily reminder.

CHILDREN LEARN BEST WHEN YOU...

- Make children feel accepted and valuable.
- Provide a wide variety of age-appropriate materials and toys.
- Create opportunities for active hands-on experiences.
- Offer children choices.
- Establish routines that include quiet and active times.
- Plan small group activities.
- Allow children to make mistakes.
- Set limits that are reasonable and fair.
- Encourage children to ask questions.
- Challenge children to solve problems and develop thinking skills.

BEST COPY AVAILABLE

©1993 Jim Henson Productions, Inc.

Reading With Your Children

[illegible] Child's Books Come Alive 39

[illegible] Children's [illegible] 40

How to Select Children's Books 41

[illegible] Local Library 42

Build Your Own Lending Library 43

My Favorite Children's Books 44

BEST COPY AVAILABLE

Reading With Your Children

Reading is a rich and rewarding experience for young children and an essential part of **Sesame Street PEP.** When children are read to and "read" to themselves, they:

- develop basic early reading, early writing, listening, and language skills.
- learn new words and concepts.
- understand that written words communicate ideas and information.
- see the connection between the sounds they hear and the words and illustrations they see.
- explore new places, things, events, and lifestyles.
- exercise their imaginations and creativity.

In the **Play and Learn Activities** section of this handbook, you'll find a list of children's books related to each goal.

Now, we're going to help you make reading children's books one of the most exciting parts of the day for you and your children.

Make Children's Books Come Alive

Reading with your children every day can foster a life-long love of books. However, reading out loud is not easy for everyone. To improve your skills and increase your children's enjoyment of books, try the following tips.

- **Practice reading out loud to yourself**. Pick two or three children's books and read them out loud to yourself several times. Change your voice to represent the different characters. Try recording yourself on a tape recorder and listen to it. Does the tone of your voice express how the characters are feeling? Does your voice sound exciting and interesting?

- **Choose a regular reading time**. Be sure to pick a time of day when the children are energetic, alert, and ready to concentrate.

- **Introduce the children's book**. Show the children the book cover, and read the title, author, and illustrator. Ask them what they think the story might be about.

- **Show your children the pictures, and talk about them.** Ask open-ended questions, for example, "Have you ever been to a place that looks like the one in the picture? Have you ever seen animals like the ones in the story?" Help the children name all of the things they see in the pictures.

- **Use body language.** Emphasize certain words, mimic events, and represent the character's feelings with facial expressions and body movements.

- **Encourage your children to talk about the story while you're reading**. Children need to listen in order to hear the story, but they should also feel free to ask questions, point things out, and guess what might happen next.

- **Invite the children to tell and act out the story as you read it.** This will help them stay involved and excited.

- **Read your children's favorite books over and over again**. When children are familiar with a story, they can participate by "reading" along with you and by role-playing the different characters in the story. Encourage the children to say the lines with you, make sound effects, and imitate the action. Familiar books also encourage children to "read" to themselves, which is a key part of learning.

- **Make sure your children are interested in the book.** If the children aren't listening or responding enthusiastically to your reading, don't make them "sit through" two or three books. Instead, let them move on to other activities, and try reading to them at another time.

- **Invite the children to talk about the story after hearing it.** Help them connect it to their own experiences by asking open-ended questions. Did the story remind them of anything that has happened to them? What would they have done if they were one of the characters in the story?

- **Extend the book time with related activities.** Invite the children to draw pictures about the story, collect objects that were in the story, or role-play scenes from the story. For other ideas, look at the "Reading and Doing" activities in the **Play and Learn Activities** section or an activity suggestion in *Today On Sesame Street.*

Reading children's books is most effective when it's a cooperative effort between you and your children!

Create Children's Reading Spaces

Books introduce children to special worlds. That's why reading spaces should be special places where children can escape into the wonderful world of books!

- **Set up a Read Aloud space**. Choose an area of your room where you'll read to the children every day. Make sure it's comfortable and large enough for small groups of children. If you can, put out pillows and mats during reading times.

- **Set up a Read Alone space**. Give the area a special name, such as the "Children's Book Nook," and make Reading Alone time a regular part of the daily schedule. Here are some ways to make the Read Alone space inviting to your children:

    - Choose a quiet corner or an area that's apart from the rest of the room. You can make the space feel separate by using a low bookcase or putting down a rug.

    - Make sure there are comfortable places to sit, and that there's plenty of light.

    - Include a large selection of new and familiar children's books. Display the books where children can easily reach them. Stand the books upright, with the covers facing out for the children to see.

    - Provide *Sesame Street* Muppet dolls and other props for the children to use as they read to themselves.

How to Select Children's Books

There are more children's books than you could probably read in a lifetime. How do you know which books are good for young children and which ones should remain on the bookshelves? Here are some important guidelines.

- **Choose books based on your children's interests, abilities, and ages**. Think about what your children like to do and read about, how long they can concentrate on a story, and what kinds of stories appeal to them.

- **Opt for children's books that have interesting stories and information**. If the book has a story, the plot should be simple and easy to follow, as well as exciting. If it's an informational book, it should describe the subject matter in simple words and pictures.

- **Choose children's books with plenty of bright and clear pictures.** Illustrations and photographs catch children's imaginations, and help them to understand the text.

- **Select children's books that celebrate the sounds of language**. Rhymes, catchy phrases, and word-plays are not only fun, they're also wonderful tools for developing children's listening and thinking skills.

- **Include a variety of kinds of children's books in your collection.** It's important that your children are exposed to different types of literature, such as poetry, folk tales, picture books, fairy tales, song books, informational books, and predictable language books.

- **Check that all the characters in the book are represented positively**. Read the book carefully to see that it doesn't include racial or gender stereotypes. For example, avoid stories in which only the boys are the decision-makers or play active games while the girls are passive and only play with dolls.

- **Make sure that the books positively represent people of various cultures, races, and social backgrounds.** The world is full of differences, and the books you select need to reflect and value how we are all special and unique. Your library should include a number of children's books featuring characters of many cultural and ethnic groups, for example, Caribbeans as well as African-Americans. Through the world of books, let your children meet the array of peoples from Europe, Africa, and the Near East. Read about the different American Indian nations and cultures. Introduce the children to the large Latino world that includes people from the Caribbean, South and Central America, as well as from Spain. If you already have a book about a Japanese family, look for books about other Asian groups, such as Koreans or Chinese.

- **Make sure that different types of family structures and lifestyles are represented in your children's books**. Children will see that any group of people who live together, love each other, and care for each other is a family.

- **Make sure your library reflects the world in which we live.** Include in your collection books about the wide variety of experiences, people, places, and events that children should learn about.

- **Add multi-media packages to your collection**. Cassette and book packages allow children to enjoy reading books without the assistance of an adult. Videotapes of books also enable children to enjoy book reading on their own, and can show you new reading aloud techniques.

Work With Your Local Library

Libraries are one of our nation's greatest resources. Visit your local library and meet the librarian. If you don't already have a library card, be sure to get one—it's free! Here are some more ways to use your local library.

- **Give your library a copy of the *Sesame Street PEP* booklists**. Children's books are expensive, and you may not be able to buy all the ones you'd like. The librarian can try to order any books that the library doesn't already have. Ask the librarian to recommend other appropriate books for your children.

- **Set up a regular time for your group to visit the library**. You can use these trips to return children's books and take out new ones. Make sure to give the children enough time to look through the books, and include them in choosing which books to check out.

- **Arrange for the librarian to read to your children**. Children enjoy listening to different storytellers, and the activity will make them look forward even more to their library trips. And you may pick up a few tips to improve your reading aloud skills. If you can't take your group to the library, try to arrange for the librarian to visit your child care program.

Build Your Own Lending Library

Using your local library is one good way to share the very best books with your children. Another way is to develop a lending library with your children's families and with other **Sesame Street PEP** child care professionals in your community. To make your lending library successful, keep these points in mind.

- **Develop an index card file to keep track of books that have been borrowed.** Agree upon return dates and to return the books on time.

- **Exchange books with your children's families.** Reading the same books at home and in the child care program is important for children and allows families to be involved in an important part of your program.

    - Send a list of the books in your collection to the children's families, and encourage them to borrow the books they don't have.

    - Ask family members to share their favorite books with you and the children.

- **Start a children's book exchange with other child care professionals in your community**. If you don't already have a relationship with other child care professionals, your **Sesame Street PEP** Coordinator can help you contact them.

    - Put together a list of the children's books you each have to see which books you'd like to borrow.

    - In addition to exchanging children's books, share other materials and ideas about effective reading techniques.

My Favorite Children's Books

Use this page to create your own list of favorite children's books. In addition to the **Sesame Street PEP** children's books, it will be a handy reference when you're looking for a children's book about a specific topic or goal. You can make copies of this page.

Book Title: ______________________________

Author: ______________ Publisher: ______________

Goal: ______________ Age: ______________

Description & Notes: ______________________________

____

Book Title: ______________________________

Author: ______________ Publisher: ______________

Goal: ______________ Age: ______________

Description & Notes: ______________________________

____

Book Title: ______________________________

Author: ______________ Publisher: ______________

Goal: ______________ Age: ______________

Description & Notes: ______________________________

____

Book Title: ______________________________

Author: ______________ Publisher: ______________

Goal: ______________ Age: ______________

Description & Notes: ______________________________

____

Play and Learn Activities

©1993 Jim Henson Productions, Inc.

BEST COPY AVAILABLE

Introduction to the Play and Learn Activities

BEST COPY AVAILABLE

Play and Learn Activities

Play is the work of young children. Children learn best when they're having fun and interacting with the many different and exciting things they find in the world around them. The Play and Learn Activities can help you create a nurturing, supportive play environment that guides children's learning and encourages exploration, discovery, self-esteem, and confidence.

The Play and Learn Activities are based on specific educational goals. Each activity offers new ways to enhance your current curriculum and extend the goals that you're working on with your children.

Sesame Street PEP's educational goals are grouped into four areas:

1. **Children and Their World** builds children's self-esteem and enriches their understanding of themselves and the world in which they live. **Children and Their World** is divided into two parts:

   Myself gives children the opportunity to understand their bodies and how they use them, explore their many feelings and emotions, experience the power and usefulness of their imaginations, learn the importance of trying again, and feel good about themselves and the things that make them special.

   My World helps children explore the world around them, experiencing and understanding their families, neighborhoods, schools, and the benefits of cooperating and reaching out to others.

2. **Human Diversity** encourages children to experience different cultures, family structures, lifestyles, and points of view. The children learn that we are all the same in many ways and different in many ways, and that we all have different abilities, strengths, needs, and ways of looking at things.

Most importantly, they discover that it is our differences that make us special and enable each of us to make valuable contributions.

3. **Learning About Symbols** lets children explore the symbols they need to understand in order to learn to read, write, and do mathematics. These activities encourage children to recognize and identify shapes, experience and explore letters and the sounds they make, manipulate numbers through counting and grouping, recognize sight words, and understand meaningful print.

4. **Thinking Skills** helps children explore and interpret the sights and sounds around them. The goal of these activities is to develop the skills that children need to understand the relationships and processes in the world: sorting and classifying, recognizing sounds, rhythms and patterns, and understanding and recognizing shapes, sizes, and functions.

The Play and Learn Activities offer experiences that will enhance the children's learning and reinforce the important educational goals of the *Sesame Street* show throughout your day.

Using the Play and Learn Activities

The Play and Learn Activities are flexible and easy-to-do. They can be incorporated into your daily schedule in many different ways, and many of them can be done indoors or outdoors. The activities motivate children to interact with you and with each other, and provide opportunities for them to explore a variety of goals and materials while they enhance their language skills.

The activities are organized by the four goal areas. Each goal area is identified by a different shape, which you'll find at the bottom of every page. Here's a list of each goal area's shape:

Children and Their World:
● Myself
○ My World
▲ Human Diversity
▬ Learning About Symbols
■ Thinking Skills

What the Activities Include

The Play and Learn Activities are organized in sets of related activities, each one focusing on part of the featured goal.

Each set includes the following:

- **The *goals* that the set of activities reinforce.** Each activity highlights one to three goals, and can be used to reinforce any of the goals that are listed.

- **The *objectives* that the set of activities will meet.** This lets you know what the children will experience when they do the activities. Not all of the activities are intended to meet all of the objectives.

- **Three to five activities focusing on the featured goal.** All of the activities are designed so that the children use different learning areas and materials in the room. Some of the activities can be done in any order, while others are dependent on each other. You may want to do a different activity each day or spread them out over a number of days. Each set includes a "Reading and Doing" activity, using books from the goal area's booklist, and a suggestion, "With Families," designed to help you involve family members in their children's learning.

  Vocabulary words that will help children discuss their experiences are in italics. Many activities also include a variety of sight words—or words that the children see in the world around them. Be sure to say these words to the children, explain what they mean, and how they can be used.

  Each activity includes the following:

  - the title of the activity.
  - a sentence describing what the children will do in the activity.
  - the supplies needed for the activity.
  - the activity, which is for four- and five-year-olds.
  - tips on the doing the activity with three-year-olds.

All children are unique, and the activities are designed to meet your children's varied skills and abilities.

[redacted]

Keep the following in mind when doing the activities:

- **The activities are designed to enhance the children's language and literacy skills.** Many activities encourage you to write down what the children say in their own words so that you and/or the children can "read" what they've said. Children are also encouraged to "write," even though their writing is often scribbles. You can also help children develop early reading and early writing skills, as well as their understanding of the different ways we can communicate, by encouraging them to make labels for their creations, make books about their experiences, and talk about and identify shapes and sounds.

- **The activities are designed to be child-centered.** You can invite the children to decide how to do the activity, as well as to help you pick and choose materials.

- **Most activities suggest working with small groups of children—playing, singing, dancing, reading, and talking together.** Working with small groups encourages the children to interact with you and each other, and allows opportunities to explore the materials, ask questions, and solve problems. The activities also exercise children's small and large muscles and improve their coordination.

- **Use the examples of open-ended questions to ask the children when doing the activities.** It's important to ask the children questions that encourage them to talk about their experiences, rather than simply naming something or answering "yes" or "no." These questions are examples of the kinds of things to talk about with the children— feel free to make up your own questions.

- **Many activities can be extended all around the room and outdoors.** You can extend an activity by encouraging children to move throughout the room in search of different items, and helping them think about the things they see around them. Activities can also be extended outdoors, by taking short walks and meeting and talking to the people in the neighborhood, and by identifying shapes and sounds in the neighborhood or yard. Remember to use all of your resources—the outdoors, your community, and your children's families—whenever possible.

- **The activities encourage you to introduce and demonstrate new words, actions, and behaviors.** This enables the children to learn by watching you do things and then practicing through hands-on experiences, which is how children learn best.

- **The activities are designed to be used in both child care programs and family child care homes.** It's important to have supplies available for the children to use when they want to, but extra materials and supplies, such as clothing for dramatic play, musical instruments, art supplies, manipulatives, table games, and puzzles, can be stored in boxes or crates until they're needed. In family child care homes, different rooms can be used for different activities. The kitchen can be used for art projects and cooking experiences. The living room usually has space for music, movement, and various group activities. A plastic tub can be used as a water table.

Field Trips and Neighborhood Walks

One of the keys to **Sesame Street PEP** is hands-on experiences. That's why field trips and neighborhood walks are an important part of an active education. By experiencing the world around them, young children get involved in—and excited about—learning.

Planning Trips and Walks

Field trips and neighborhood walks will go more smoothly if you take time to plan them.

- **Choose a trip or walk that relates to a topic or goal you've been exploring with your children.** For example, if you've been talking about your community, consider taking a walk to visit your local post office, bakery, dairy farm, or pizza parlor. If you've been exploring a specific goal, such as "Thinking About What We Hear," a trip to hear a children's concert or to a museum that has a collection of musical instruments would help reinforce the goal. Or you could simply take a walk around your home or center to see how many familiar and unfamiliar sounds you can identify.

- **Arrange trips that are suitable for your children's ages**. Three-year-olds should start by taking short walks in the immediate neighborhood. Four- and five-year-olds can learn from longer trips.

- **Contact the people you're planning to visit.** In advance, ask if it would be OK to visit with your children, when it would be a good time to visit, and what restrictions there might be. If possible, arrange to have a behind-the-scenes tour.

- **Think about the details.** Before your trip, carefully work out the route you'll be taking with the children. Plan what food and other supplies, such as a first-aid kit, you'll need and how you'll carry them. Find out the location of the bathrooms and picnic areas or other places to eat.

- **Prepare your children for the trip or walk.** Talk about where you're going, how you'll get there, and what you'll see. Help the children connect the trip to the goal by asking open-ended questions, and doing activities and reading children's books that are related to the goal and trip.

- **Inform the children's families that you'll be taking the trip.** Send a letter home explaining where you'll be going and how the children will benefit from the experience. Invite family members to come along and/or to assist you in the preparations.

[illegible]

Before your field trip or neighborhood walk, set up some basic safety rules and explain them to the children.

- **Make sure you have enough adults for the group.** With three-year-olds, it's best for each child to be holding an adult's hand. Four- and five-year-olds should walk in pairs.

- **Remind the children of the safety rules as often as possible.** Discuss the importance of the rules, and encourage the children to act out taking a trip in dramatic play. That way, everyone has a chance to practice following the rules.

- **Give each child an identification tag.** It should have the name of the child and the name and telephone number of your child care program. The child's name should be written on the back of the tag, and the tag should be worn inside the clothing. That way, strangers can't address the child by name. Also, be sure each child knows his or her full name and the name of your program.

- **Explain to the children what to do if they get lost.** If, in spite of all your planning, children become separated from your group, they should stay where they are so you can retrace your steps and find them. Help your children learn to identify police officers, who they can trust. Encourage children to pretend to be lost in dramatic play, so they can practice staying calm and giving information to police officers.

[illegible]

Almost any place—from your local grocery store to an auto repair shop—can be an exciting and educational trip for children. The world is full of interesting places to visit, including:

- **Banks.** Beforehand, ask if the children can see the vault, a counting machine at work, and the inside of a money machine.

- **Fire Stations.** It's crucial for children to learn to identify and trust fire fighters. Arrange for a fire fighter to show the children his or her uniform and equipment, and to explain the function of each piece.

- **Libraries.** Most children are thrilled to explore the children's section on their own and peek into so many books. Also, check to see if your local library offers special events for children, and, if so, arrange your visit at that time.

- **Police Stations:** Visiting your local police station can help children understand the role of police officers in their neighborhood and the many functions they perform.

- **Post Offices:** Where does a letter go after it's dropped in a mailbox? Children are usually fascinated to see the hidden workings of a post office.

- **Museums:** Going to an art museum, a science museum, or a museum devoted to a specific group can help children learn about history, the world around them, and the wonderful ethnic diversity of this nation. Give the children paper and crayons and invite them to draw what they see. Hang their pictures up when you get back to your home or center.

- **Zoos, Aquariums, Parks, Nature Conservancies, Botanical Gardens.** It's great fun and great learning for young children to see real animals, find out about the wide variety of trees and flowers, and to begin to appreciate the beauty of nature.

[illegible]

Children are exposed to many new sights and sounds on trips. To help them make sense of what they've experienced, try the following ideas when you return to your home or center.

- **Invite the children to make books about the trip.** The children can draw or paint pictures of things they saw or did on the trip. Talk with the children about their pictures, writing down what they say in their own words. Then make the children's pictures and comments into a book, which the children can "read" on their own.

- **Use souvenirs from the trip in dramatic play.** Collect and save such items as brochures, tickets, maps, postcards, leaves, stones, and shells. When you return, display the items and encourage children to use them as props to act out scenes from the trip. They can also be used to make collages.

- **Share the children's books and souvenirs with their families.** Encourage the children to show their family members the books about the trips and the souvenirs when they are being picked-up and dropped-off.

Family Involvement Tips

The Play and Learn Activities are designed to help you support families as their children's first and most important teachers. Each set of activities suggests a simple and interesting way that families can participate in their child's early learning experiences. In addition to doing activities at home, families can participate at your child care program. Here are some special tips to encourage your children's families to get involved.

- **Try to include all family members, older and younger ones as well as parents.** When children know that all family members participate in their child care program, it gives them an important message about the value of learning and helps build their self-esteem.

- **Ask family members what they can share with the children.** All family members have some skill they can share, such as cooking, sewing, storytelling, or playing a musical instrument.

- **Include family members in neighborhood walks and field trips.** They can help take care of the children and answer their questions.

- **Involve family members by having them help you collect materials for the children's activities**. Families can help collect items such as used clothing, laundry bags, sheets, plastic tablecloths, magazines, newspapers, or shoe boxes.

- **Encourage participation by making sure that information is sent home in the family's primary language**. Also, invite family members who don't speak English to visit you and the children and share their special music, style of dress, or food.

- **Keep families informed about what you and your children are doing.** You can talk to family members at pick-up or drop-off times, send notes home, and/or write a monthly newsletter.

These are just some ideas to get family members involved. Remember, they have so much to offer you and your children!

Supplies

Children learn through doing. The materials you provide should enable and encourage children to do many things. As you collect your materials, remember that everything doesn't have to be out for use at the same time. In fact, too many choices can be difficult for young learners. Rotate the toys and materials that are available for the children on a regular basis.

Young children need good props that promote active play. Materials for young children should have a variety of textures, shapes, and sizes that can be used in many different ways. Many of the best materials are real objects that are all around you—measuring cups, different kinds of paper, clothes, magazines, plastic containers, large, safe kitchen utensils, pots of various sizes, jars and lids, dish towels, and fabric squares.

Every activity indicates what *supplies* you can use with that activity. On the following page are some materials you'll want to have on hand.

Supplies to Find and Save

These materials are great for a variety of art activities. Be sure the materials don't have sharp edges or small pieces that can be swallowed.

- Magazines
- Paper bags
- Scrap paper
- Milk cartons
- Cereal boxes
- Grocery containers
- Shoe boxes
- Cardboard
- Newspapers
- "Junk" mail
- Container lids
- Plastic bottle caps
- Large buttons
- Popsicle sticks
- Craft sticks
- Paper towel and toilet paper tubes
- Paper plates
- Paper cups
- Wallpaper samples (wallpaper and carpet stores can provide these)

Supplies to Buy

These materials are often included in the suggested supplies for the activities. They can be purchased through your early childhood vendor.

- Crayons
- Markers
- Scissors (for children and adults)
- Glue
- Small glue brushes
- Paint
- Small paint brushes
- Drawing paper
- Ruler
- Construction paper
- Poster board
- Masking tape
- Adhesive tape
- Stapler
- Chalk
- Colored tissue paper
- Clear contact paper
- Small mirrors

BEST COPY AVAILABLE

©1993 Jim Henson Productions, Inc.

Children and Their World (Myself)

©1993 Jim Henson Productions, Inc.

BEST COPY AVAILABLE

Children and Their World (Myself)

BEST COPY AVAILABLE

[illegible]

Children learn about their bodies by using and moving them in all kinds of ways. They explore with their five senses—sight, touch, smell, sound, and taste. And they experiment by pushing their bodies to the limits as they jump, run, and climb. The more opportunities children have to use their bodies, the greater their self-confidence to explore the world around them.

[illegible]

Encourage children to recognize and/or name body parts as they're using them.

For example, when children are jumping, ask them what body parts they're using. It's alright for children to use nicknames, such as "tummy." Children feel comfortable using nicknames and will become more familiar with proper names with your help.

Help children see that they use their body parts in everything they do.

While children are dancing, painting, cleaning up, and putting toys away, encourage them to think about the familiar body parts they're using (head, arms, legs, or feet), as well as those body parts whose names they may be unfamiliar with (waist, thighs, ankles, or palms).

Let children draw pictures of themselves in their own way.

Encourage them to talk about their pictures. You might ask, "What are you doing in the picture?" Help them name the body parts they drew. It's OK if some of the body parts aren't there!

Encourage children to explore similarities and differences between their bodies.

Help children talk about how they all have eyes, mouths, hair, skin, hands, arms, feet, and legs. At the same time, help them see that

continued on next page

continued from previous page

some children have brown eyes while others have green eyes, and that some have curly black hair while others have straight brown hair.

Let children test their physical limits without hurting themselves.

Give children opportunities to "show-off" in safe ways how fast they can run or how they can jump off a step.

Offer activities in which children can experiment using fine motor skills as well as gross motor skills.

Children use their small muscles when they paint, squeeze, or write, and they exercise their large muscles by walking, hopping, or climbing.

These books help children think about the different parts of their body and how they use them.

[illegible]

Alfie's Feet by Shirley Hughes (Lothrop, 1983). Alfie puts on his new pair of boots and wonders why they don't feel very good.
Ages: 3-5

Breathtaking Noses by Hana Machotka (Morrow, 1992). Photographs show the nose of an animal on one page and the entire animal on the next page, along with information about the animal's nose.
Ages: 3-5

Bright Eyes, Brown Skin by Cheryl Willis Hudson and Bernette G. Ford. Illustrated by George Ford (Just Us Books, 1990). Two happy children, one African-American and one Caucasian, admire how they look while feeling good about who they are.
Ages: 3-5

The Gingerbread Boy by Paul Galdone (Houghton Mifflin, 1983). The gingerbread boy comes to life, and many people chase him until he ends up with the fox.
Ages: 3-5

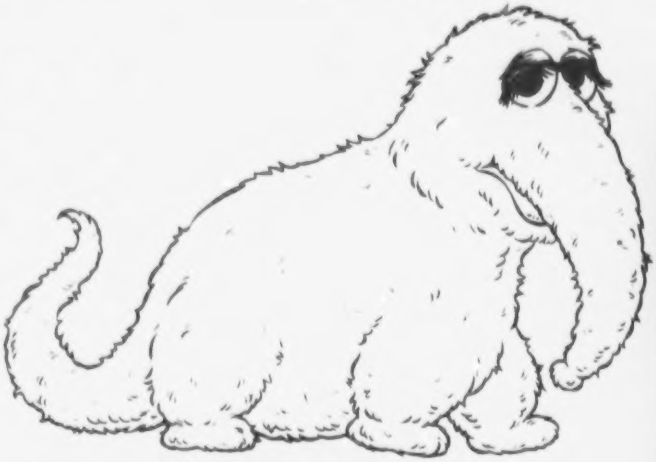
Hattie and the Fox by Mem Fox. Illustrated by Patricia Mullins (Bradbury, 1986). A fox appears in the bushes, body part by body part, and causes different reactions in the other animals in the story.
Ages: 3-5

Here Are My Hands by Bill Martin Jr. and John Archambault. Illustrated by Ted Rand (Holt, 1987). Children of different races point out various body parts and tell their uses.
Ages: 3-5

"More, More, More," Said the Baby: 3 Love Stories by Vera B. Williams (Greenwillow, 1990). Three short stories, each told in rhythmic language, show different sets of parents and their toddlers having a great deal of fun together and being in loving relationships. Many of the games they play together involve identifying body parts or kissing eyes or toes.
Age: 3

My Hands Can by Jean Holzenthaler. Illustrated by Nancy Tafuri (Dutton, 1978). This book describes many things a pair of hands can do.
Ages: 3-5

continued on next page



©1993 Jim Henson Productions, Inc.

continued from previous page

Tails Toes Eyes Ears Nose by Marilee Robin Burton (Harper, 1988). Children can match eight sets of tails, toes, eyes, ears, and noses to the right animal.

Ages: 3-5

What Neat Feet! by Hana Machotka (Scholastic, 1991). Photographs show the foot of an animal on one page and the entire animal on the next page, along with information about the animal's feet.

Ages: 3-5

Design-a-Sheet

The children will design a colorful sheet painting.

Supplies: a solid-colored sheet, old shower curtains or plastic tablecloths, paint, paintbrushes

1. Collect the sheet and curtains or tablecloths. You can ask family members if they have some they can donate.

2. Invite a small group of children to help you lay the shower curtains or tablecloths down in an open indoor area or outdoors. Lay the sheet over the curtains or tablecloths.

3. Explain to the children that they can cooperate to design a sheet. Encourage them to paint the sheet, starting from the middle. Suggest that they kneel, crawl, or lay on their stomachs as they paint.

4. As they paint, discuss with them what body parts they're using. For example, "Neftali, how did you get to the *middle* of the sheet?" "Rachel, what parts of your body do you use when you kneel down?"

5. Let the sheet dry on the floor or on a clothesline. The sheet can be displayed or used for moving games.

With Three-Year-Olds

Children will enjoy painting their sheet, but they'll need plenty of time and adult help. Encourage them to paint in a small area first. Be sure to put some paint near each child.

Bounce-the-Ball

The children will use the sheet they made in "Design-a-Sheet" to explore different ways to move their bodies.

Supplies: the children's sheet (see "Design-a-Sheet") or another sheet, rubber or sponge ball

1. Invite the children to play a special moving game. Ask them to gather around the sheet and hold on to the edges with both hands.

2. Place a ball in the middle of the sheet, and suggest that they move the ball around the sheet without letting it fall off.

continued on page 6

BEST COPY AVAILABLE

continued from page 5

3. Encourage the children to move the ball at different speeds and in different ways. You might ask, "How can we move the ball *fast* ?" Then ask the children how they're moving and what's happening to the ball. "What's happening to the ball as we *twist* our bodies?" "What's happening to the ball as we jump *up* and *down*?" "What's happening to the ball as we *shake* our arms quickly?"

With Three-Year-Olds

As the children experiment with moving the ball, suggest different ways they can move their bodies—twisting, jumping, or shaking their arms—and ask them what happens to the ball as they do.

Reading and Doing

The children will discover the different ways people move their bodies, and they'll move their own bodies to music.

Supplies: a children's book that talks about body parts (see the **Body Parts** goal booklist for suggestions), record player, tape recorder or radio, some upbeat music

1. Read one of the suggested books about body parts with the children. Discuss the different ways children can move various body parts. For example, "How many ways can we move our arm?" "What are different ways we can bend our bodies?"

2. Introduce new vocabulary that will help the children describe how they're moving their bodies, such as *bend, twist,* and *kneel.* Also try to introduce less familiar body part names such as *wrist, waist, ankle* and *thigh.*

3. Play some upbeat music and invite the children to explore moving their bodies in the new ways they talked about. Help them by asking, "What other new ways can we move our bodies?" and by giving suggestions, such as "Let's bend our waist." "Let's twist our wrist."

With Three-Year-Olds

As they listen to the story, encourage the children to actively participate by moving their bodies in different ways. When you introduce new vocabulary, touch the body part and show the movement.

Sing a Song

Children will move their bodies as they sing the song "Heads, Shoulders, Knees, and Toes," and then make up their own version of the song.

1. Sing the popular song "Heads, Shoulders, Knees, and Toes" (or another song you know about body parts), preferably outdoors in an open area. Encourage the children to touch each body part as they sing about it.

2. After a while, suggest that the children take turns thinking of other parts of the body (*noses, stomachs, hips,* and *ankles*, for example) and guiding the other children. Encourage the children to touch those parts of their bodies. Also, encourage them to use body parts such as their *wrists, thighs,* or *waists.*

With Three-Year-Olds

While singing "Heads, Shoulders, Knees, and Toes," always demonstrate the body movements for the children as you name the body parts. Make suggestions for including other body parts. "What parts of our body should we touch next? Noses or stomachs?"

With Families

Copy the words of the song, and send them home with the children. Ask the children to sing the song with their family. Provide several variations that the children can sing.

Trace-Your-Body

The children will make body tracings and identify the parts of their bodies.

Supplies: butcher paper or brown paper bags cut open and taped together, markers, crayons, paints, scissors, glue, tape, collage materials (such as small pieces of fabric, colored tissue paper and wrapping paper)

1. Allow each child to help you measure a piece of butcher paper or tape enough brown paper bags together so it's long enough for a body tracing.

2. Encourage children to pair up and take turns tracing each other's bodies with a marker or crayon.

3. Encourage children to guess what body part is being traced as they feel the marker or crayon tracing their body. "What part of your body do you think Kayesean is tracing *now?*" "What part of your body do you think he will trace *next?*"

4. Let the children decorate their body tracings using crayons, paints and/or collage materials. They may want to add eyes, a mouth, hair, or clothes. Help the children name their body parts as they decorate the tracings. You can label the body parts with a marker if the child wants you to.

With Three-Year-Olds

Children will enjoy creating their own body tracings, but they'll probably need you to trace their bodies. Or you can have younger children trace only parts of their bodies, such as their hands or feet. Three-year-olds may have some difficulty staying still long enough to trace their entire body or even parts of their body. If so, allow children to get up and return as they wish. Before they start the tracings, you may want to invite children to stand in front of a full length mirror and explore the body part(s) you and the children are going to trace. Help them name some of the body parts they'll see on their tracings, such as *feet, arms, legs, head,* or *hands.*

A Flying Adventure

The children will create an imaginary adventure story using the body tracings they made in "Trace-Your-Body."

Supplies: the children's body tracings from "Trace-Your-Body," a marker, large piece of paper

1. Bring the children's body tracings outdoors. Hang them on a clothesline or tape them on a wall with masking tape.

2. Encourage the children to create their own make-believe story around the body tracings. "We are going to make-believe that our body tracings can fly. Let's make up a story about our body tracings flying." Accept all stories no matter how silly they may seem. Remember that the children are using their imaginations.

©1993 Jim Henson Productions, Inc.

3. Write down the children's stories in their own words. Later, the children can "read" and share their flying adventure stories.

With Three-Year-Olds

Children will need you to help them along as they have fun creating their own "flying adventure" story. Ask them some questions to help them get started: "What could we do if our body tracings could fly?" "Where would you go?" "What would you do?"

Reading and Doing

The children will compare similarities and differences between themselves and the character(s) in a book.

Supplies: a children's book that talks about characters' similarities and differences in the way they look (see the **Body Parts** goal booklist for suggestions), mirror

1. Read one of the suggested books about body parts with the children. Discuss how the characters can be similar and different at the same time. You might ask, "How are all the animals the same? How are they different?" Also, talk about how the characters feel proud of themselves and get along despite the differences they may have.

continued on page 10

contined from page 9

2. After reading the book, encourage the children to look in the mirror. Ask them to look for similarities and differences between themselves and the characters in the book. Also, ask them to compare themselves to each other. For example, "What color is Dayanara's hair?" "Who else has the same color hair as Dayanara?" "Who has a skin color like the girl in the book?" Talk with the children about how special it is to have all these differences but still have similar body parts.

With Three-Year-Olds

While you read, ask the children only a few of the suggested questions about the characters' similarities and differences. Then as you show them the pictures, ask the children to compare just a couple of simple similarities and differences between themselves and the characters in the book, such as "Look at the boy's hair. Who has hair like the boy in the picture?"

Exercising for Fun

The children will create their own fun exercise show.

1. Do fun movement exercises with the children indoors or outdoors. Discuss what body parts they're using and how they're moving their bodies.

2. Invite the children to create their own television exercise show. Ask them to imagine that people at home are watching their show and doing the exercises at the same time. Motivate children by asking them to make up their own exercises. Suggest that they "announce" to their audience the body parts they're using as they do each exercise. Give them a few examples to get them started. "I'm going to bend my waist and touch my toes."

With Three-Year-Olds

Help the children create their own exercise show. Ask children to demonstrate their exercises, and do them with the children. Provide the names of the body parts being used. "Jasmin wants us to *shake* our *arms*. Jasmin, can you be the T.V. announcer and tell us what part of our body to shake?"

With Families

Send a note home describing the exercise show that you and your children have created and some of the exercises. Encourage family members to do these exercises with their children and to help their child create other exercises.

Emotions

Young children often act out their emotions because they lack the exact words to express their feelings. Helping children to find the words for their feelings as they're experiencing them will allow them to gain a better understanding of themselves and their relationships with others. As children begin to recognize and express different emotions in themselves, they gradually gain a sense of how others feel, as well as understand the benefits of cooperation.

Tips

Encourage children to find the words to describe how they feel.

As children go about their daily routines, they experience many kinds of emotions, such as happiness, sadness, frustration, disappointment, and anger. Use these moments as an opportunity to guide children to express how they feel. "Keiko, are you jumping up and down because you're so happy?" "Leslie, I think you threw down your milk because you were angry at Mary for taking your seat."

Help children recognize that others have feelings, too.

While children are watching the *Sesame Street* show or listening to a story, ask them to consider how different Muppets and/or characters feel in various situations. Ask them how they would feel in similar situations.

Assure them that there are no "right" or "wrong" feelings, and that they should feel comfortable to express their feelings.

It's not bad to feel angry or jealous sometimes—no one always feels happy. Encourage children to talk about different feelings, such as being proud, happy, excited, sad, angry, or jealous, even if some are negative feelings.

Encourage children to use alternatives to hurting, grabbing, or hitting others to express their emotions.

continued on next page

continued from previous page

If one child grabs something from another, the child can loudly say that she or he is feeling "angry." You may even demonstrate how and what to say.

Explore with the children how they and other people express their emotions.

Use a mirror and encourage children to see how their expressions change with different feelings, or look through magazines and discuss what the people are feeling.

These books help children think about and understand their different feelings, and learn that expressing their feelings is good.

A Bicycle for Rosaura by Daniel Barbot. Illustrated by Morella Fuenmayor (Kane/Miller,1991). *Senora* Amelia's hen, Rosaura, wants a bicycle for her birthday, but she can't find one for her. Finally *Senora* Amelia, a Mexican woman, finds someone who can help her, and Rosaura gets her bicycle.

Ages: 4-5

Abuelita's Paradise by Carmen Santiago Nodar. Illustrated by Dianne Patterson (Albert Whitman & Company, 1992). [Also available in Spanish as *El Paraiso de Abuelita*, translated by Teresa Mlawer.] A young Latina girl sits in her grandmother's chair and remembers the stories her grandmother, her *abuelita*, used to tell her about life in Puerto Rico.

Ages: 4-5

Caps For Sale by Esphyr Slobodkina (Harper Collins, 1968). When a peddler meets a group of monkeys, lots of funny things happen.

Ages: 3-5

Goggles by Ezra Jack Keats (Aladdin, 1969). Peter, an African-American boy, finds a pair of goggles. Peter and his friend Archie argue over the goggles, but when some older boys try to take the goggles, Peter and Archie cooperate.

Ages: 4-5

Hattie and the Fox by Mem Fox. Illustrated by Patricia Mullins (Bradbury, 1986). A fox in the bushes creates many different reactions in the other barnyard animals.

Ages: 3-5

Jamaica's Find by Juanita Havill. Illustrated by Anne Sibley O'Brien (Houghton Mifflin, 1986). A young African-American girl finds a stuffed dog in the park, takes it home, and has different feelings about the dog and its owner.

Ages: 3-5

Kinda Blue by Ann Grifalconi (Little, Brown, 1993). Sissy, an African-American girl who lives on a farm in Georgia, is feeling "kinda blue." She doesn't think anyone knows or cares how she is feeling, until her uncle Dan shows her that he really does care.

Ages: 3-5

The Lonely, Only Mouse by Wendy Smith (Viking, 1986). Thelonius is an only child who goes out to find a brother or sister. He finds out that sometimes it's nice to be an only child.

Ages: 3-5

Loving by Ann Morris. Pictures by Ken Heyman (Lothrop, Lee & Shepard, 1990). This picture book shows families from all over the world— loving, caring for, teaching, and playing with each other.

Ages: 3-5

Mamma, Do You Love Me? by Barbara M. Joosse. Illustrations by Barbara Lavallee

continued on next page

continued from previous page

© 1993 Jim Henson Productions, Inc.

(Scholastic, 1991). In response to her young daughter's questions, an Inuit mother tells her daughter about all the different emotions she feels for her and assures her that no matter what other emotions she feels, she will always love her.

Ages: 3-5

On Monday When It Rained by Cherryl Kachenmeister. Photographs by Tom Berthiaune (Houghton Mifflin, 1990). Share the different emotions a young Caucasian boy feels each day of the week.

Age: 3

"More, More, More," Said the Baby: 3 Love Stories by Vera B. Williams (Greenwillow, 1990). Three short stories, each told in rhythmic language, show different sets of parents and their toddlers having a great deal of fun together and being in loving relationships.

Age: 3

Pet Show by Ezra Jack Keats (Aladdin, 1974). Archie, an African-American boy, wants to bring his cat to the school pet show, but he can't find the cat. Archie has to use his imagination to think of a pet to bring to the show.

Ages: 4-5

Rosie's Walk by Pat Hutchins (Macmillan, 1968). Rosie the Hen goes for a walk unaware of the fox sneaking up on her.

Ages: 3-5

Some of the Days of Everett Anderson by Lucille Clifton. Illustrated by Evaline Ness (Holt, 1970). In poetic verse, a young African-American boy describes some of the emotions he experiences day to day.

Ages: 4-5

Sometimes I Feel Like a Mouse: A Book About Feelings by Jeanne Modesitt. Illustrated by Robin Spowart (Scholastic, 1992). This is a predictable language book with the same "Sometimes I feel like a..." beginning and different emotions attached to different animals.

Ages: 3-5

We Are Best Friends by Aliki (Morrow, 1982). Peter and Robert, two Caucasian boys, are best friends, but Peter moves away. Robert is very sad not to have a best friend any more. But finally he becomes best friends with Will, a boy who has moved to his neighborhood.

Ages: 3-5

When Grandma Came, by Jill Paton Walsh and Sophy Williams (Viking, 1992). Madeline's grandma, a Caucasian woman, tells her how much she loves her by comparing her to all of the wonderful things she has seen, none of which are as wonderful as Madeline.

Ages: 3-5

Where Can It Be? by Ann Jonas (Greenwillow, 1986). A Caucasian child has different emotions as he looks all over the house for his favorite blanket.

Age: 3

Where The Wild Things Are by Maurice Sendak (Harper Collins, 1963). When Max, a Caucasian boy, is sent to his room, he uses his imagination to take a trip to the place where the wild things are. Max becomes king of the wild things, but feels lonely and misses his home.

Ages: 3-5

Whistle For Willie by Ezra Jack Keats (Puffin Books, 1964). Peter, an African-American boy, wants to learn how to whistle. He tries and tries, and he finally learns how.

Ages: 4-5

Express Yourself

GOALS

OBJECTIVES

- discuss everyday [illegible]
- observe their facial [illegible] different feelings
- consider other people's [illegible]

Reading and Doing

The children will talk about different kinds of feelings they can experience everyday.

Supplies: a children's book that talks about different feelings (see the **Emotions** goal booklist for suggestions)

Read one of the suggested books about emotions with the children. Discuss with them the different feelings that the character(s) experience in all kinds of situations. Ask the children to think of times they've had similar feelings. For example, "Robert became very sad when his best friend Peter moved away. What are some things that make you feel sad?" You may help them by telling them about situations that make you feel *happy, sad, angry, surprised, excited,* and so on.

With Three-Year-Olds

While reading the story with your children, discuss each feeling with them as the character(s) is actually experiencing it. Give the children several examples of situations around the room in which they may have those same feelings.

Observing Facial Expressions

The children will show and talk about facial expressions.

Supplies: mirror, paper, crayons (optional)

1. Place the mirror in an area where a small group of children can easily share it. Explain to them that they're going to experiment with expressing their feelings. Ask the children to watch how their face changes with different feelings. "How does your face look when you're *sad*?" "What are some things that make you feel sad?" "How does your face look when you're *surprised*?" "What are some things that can make you feel surprised?"

2. You can have the children suggest other feelings and expressions. The children will enjoy making different expressions, even some silly ones, and sharing them with one another. If they wish, children can draw their expressions as seen in the mirror.

continued on page 16

BEST COPY AVAILABLE

continued from page 15

With Three-Year-Olds

Children will enjoy making different faces to express their feelings, but they'll need you to demonstrate some of these expressions for them. You can even make simple drawings of faces that look *happy, sad,* and *surprised,* to guide the children.

A Feelings Collage

The children will make a feelings collage and talk about their different feelings.

Supplies: pictures from magazines and /or newspapers showing people in different situations, an 18" in diameter poster board or construction paper circle, scissors, glue

1. Invite a small group of children to create a Feelings Collage. Talk with the children about the different kinds of feelings people can have. Have the children cut out pictures of people showing different feelings in everyday situations. Guide the children by helping them find some pictures and providing suggestions of feelings they might look for.

2. Encourage the children to talk about the pictures they've selected and the way the people in the pictures may be feeling. Be flexible and allow children to express their opinions. "How do you think the boy feels after he lost his dog?" "How do you think the woman feels after she built her new house?"

3. Ask the children to glue the pictures on the poster board circle, encouraging them to place the pictures at all different angles.

4. Place the collage in an area where children can easily look at it, and use it to help children express their feelings whenever they do not have the exact words to explain how they feel.

With Three-Year-Olds

The Feelings Collage project doesn't have to be completed at one time. Children may return to the collage when they want to add other pictures.

With Families

You can send a note home describing the Feelings Collage the children have created. Suggest to family members that they help their children find pictures from magazines and/or newspapers that show people expressing different feelings. Ask family members to talk with their children about how the people in the pictures they've selected together may be feeling.

Practicing Consideration

The children will be encouraged to consider how other people feel in everyday situations.

1. Encourage children to consider each other's feelings while they're playing. If you observe two children arguing over a toy or an object, ask them to think about each other's feelings. "Jonathan, how do you think Mahala feels when you grab her toy?" "How do you feel when someone grabs a toy from you?"

2. If you observe a positive situation where children are sharing and cooperating with one another, talk about it with the children. "Colleen, I saw you sharing your blocks with Thuy. How do you think Thuy feels when you share your blocks with her? How do you feel when you share your toys?"

With Three-Year-Olds

Suggesting to your children that they consider each other's feelings is an important way to teach them to share and cooperate. Help them by providing the vocabulary they may need to express their feelings, and make sure to praise the positive!

How Would You Feel?

GOALS [illegible]

OBJECTIVES [illegible]

Finish the Story

The children will explore ways that Bert and Ernie can get along with each other.

Supplies: large piece of paper, marker, pictures of Ernie and Bert in the "*Meet the* Sesame Street *Muppets*" poster, ball

1. Write the *Ernie and Bert Cannot Get Along* story (see below) on a large piece of paper. Display the pictures of Bert and Ernie and the ball.

2. Read the *Ernie and Bert Cannot Get Along* story with a small group of children. Be sure to read it with lots of feeling. Point to each Muppet and the ball as you're reading.

© 1993 Jim Henson Productions, Inc.

Ernie and Bert Cannot Get Along

One day Ernie received a very special present when he went to visit his grandfather. Ernie was so happy to find a big ball when he opened his gift. He played with his new ball in all kinds of places, indoors and outdoors. He discovered all kinds of great things his new ball could do. The next day Bert came to visit and Ernie showed him all the fun things his new ball could do. Bert really liked the ball and wanted to play with it all by himself for a while. But Ernie didn't want Bert to play with it and he began to grab the ball away from Bert.

3. After you read the story with the children, ask them to talk about what happened in the story and how Ernie and Bert felt. For example, "Why was Ernie so happy he got a special gift from his grandfather?" "What great things do you think Ernie's ball did indoors and outdoors?" "How do you think Bert felt when he saw Ernie's new ball?" "Why do you think Bert wanted to play with the ball all by himself?" "Why didn't Ernie want to share his new present?" "What should Ernie and Bert do to get along?"

4. Using the pictures of Ernie and Bert and the ball, encourage the children to act out ways to help Ernie and Bert get along. Guide the children to consider both Ernie's and Bert's feelings using the suggested questions. Accept all the solutions the children give you. You

may even write down the children's suggestions, in their own words, under the story on the large piece of paper.

With Three-Year-Olds

It's not easy for your children to consider other's feelings since they may still view the world from their eyes only. It would help them if you played out the *Ernie and Bert Cannot Get Along* short story with lots of feeling. One suggestion is to use a tape recorder and tape yourself reading the story. Then, while the children are listening, use the Ernie and Bert pictures to act out the story. You can also guide the children to come up with solutions to Ernie and Bert's problem by asking questions that offer them choices. For example, "Do you think Ernie should share his ball with Bert or keep it for himself?" "Why do you think Ernie should share his ball?"

Learning Through Dress-Up

The children will consider how other people feel while they have fun acting out different situations.

Supplies: dress-up clothes

1. Provide children with dress-up clothes that will allow them to act out situations where they can help each other. They might want to be a firefighter, a nurse, a police officer, an ambulance driver, a father or mother. If you don't have those clothes, you might want to make hats that represent those people.

2. As the children act out different situations, guide them to consider how the people feel. "How do you think the sick boy feels when he goes to the doctor?" "How do you feel when you go to the doctor?" "Why do you think the firefighters have to go so fast in their firetrucks to reach the fire?" "How do you think the little girl feels if she is lost and can't find her father?"

3. Accept all the answers the children give you and encourage them to act out these feelings.

With Three-Year-Olds

Children enjoy using dress-up clothes to act out different everyday situations. They'll often act out what they see and hear in their home and neighborhood. This is an excellent opportunity for you to help children realize other's feelings in these situations. Guide the children by asking questions similar to those suggested above.

Exploring and Sharing Feelings

The children will talk about the feelings they have when they arrive each morning.

continued on page 20

continued from page 19

Share your feelings with the children about how special it is to greet them and how glad you are to see them each day. Ask the children to share how they feel when they arrive each morning, meet their friends, and play with favorite items.

With Three-Year-Olds

Children may have more difficulty finding the words to express exactly how they feel. As they arrive, share your feelings with the children about how special it is to greet them and how glad you are to see them each day. "Isabel, I'm so happy to see you today." "I'm smiling because I'm so glad you're here today."

With Families

Discuss with family members how you're talking about "special feelings" with the children. Encourage them to share with their children how they feel when they see their children at the end of the day.

Reading and Doing

The children will talk about special feelings people have for one another.

Supplies: a children's book that talks about special feelings that people have for one another (see the **Emotions** goal booklist for suggestions)

1. Read one of the suggested books about special feelings with the children. Encourage the children to talk about how the characters show their special feelings for each other. Also, ask the children to compare how their families show special feelings for them. For example, "How does the girl's family show her they love her?" "How does your family show you they love you?" "What fun things are the parents doing together with their children?" "What special things do you do with your family?"

2. Discuss with the children how special people in their lives can sometimes feel *angry, sad,* or *worried*, but still continue to love them. This is an important discussion for children because it's often hard for them to understand that family members can sometimes be angry, sad, or worried but continue to love them.

With Three-Year-Olds

It's very important for your children to be reassured that even if they get in trouble, their family still loves them. Use the children's books about emotions to help them understand the different kinds of feelings people can have. The books do not always have to talk about "happy" feelings.

Imagination

Children have active imaginations and are always full of ideas. There's no better place to help children try out their imaginative ideas than in a child care program. Children can easily get involved in activities that encourage them to pretend, such as creating imaginary friends, going on pretend trips, or making believe they're someone else such as an adult, superhero, or a Muppet.

Tips

Encourage children to feel proud of their imaginations and all their ideas.

When it comes to children's imaginations, there are never any "wrong" ways of doing things. If children draw a green sun or a purple person, or pretend that horses fly, that's OK! Praise children for their wonderful and creative ideas.

Help children explore what is "fantasy" and what is "real."

Guide children to use their imaginations in creating imaginary trips by pretending to be someone else. At another time, you can also have children compare their imaginary creations to real ones.

Let children use their imaginations all around the room and throughout the day.

Children always use their imaginations when they dress up or draw. But they should also be encouraged to be imaginative at other times—while exploring plants, taking a walk, playing outside, or "reading" a book. To encourage children to use their creative ideas, ask them open-ended questions.

Encourage children to experiment with different materials that will stimulate their imaginations.

Provide a variety of materials for children to explore and experiment with. Include materials such as dress-up clothes, paints, clay, water, blocks, and books.

continued on next page

continued from previous page

Explore some ways that grownups use their imaginations.

Take children to a museum or show them different pictures of paintings and/or sculptures, and discuss with the children how someone's imagination created these things. Discuss with the children how television shows are actually "pretend" situations (this is a hard concept for young children).

Encourage children to pretend that they're other people and/or characters.

This is an excellent way to have children "show-off" certain things they like to do and/or consider how others feel in different situations. Use the *Sesame Street* show or a book to give children ideas on "pretending" to be other people or characters. "It's Elmo's birthday today. Let's pretend we are Big Bird, Cookie Monster, Bert, and Ernie, and we're giving him a party."

Connect & Explore

[illegible]

These books take children on fantasy trips and encourage them to use their imaginations.

Abuela by Arthur Dorros (Dutton, 1991). A young Latina girl and her *abuela* (grandmother) spend the day together and imagine that they fly with each other over the city and look at the interesting sights.

Ages: 4-5

Amazing Grace by Mary Hoffman and Caroline Binch (Dial, 1991). Even though other children say Grace can't play Peter Pan in the school play because she's African-American and a girl, Grace's imagination is so strong that she becomes the characters she plays and ends up being the best for the part.

Ages: 3-5

The Boy Who Was Followed Home by Margaret Mahy. Illustrated by Steven Kellogg (Dial, 1986). Robert, a Caucasian boy, is followed home from school each day by hippopotami until a witch gives him a magic pill.

Ages: 3-5

Down by the Bay by Raffi. Illustrated by Nadine Bernard Westcott (Crown, 1987). This is a song about two Caucasian children imagining various "creatures" down by the sea.

Ages: 3-5

Harold and the Purple Crayon by Crockett Johnson (Harper, 1985). Harold, a Caucasian boy, draws his own adventures with a magical purple crayon.

Ages: 3-5

Harry's Helicopter by Joan Alexander. Photographs by George Ancona (Morrow, 1990). Colorful photographs show Harry, a Caucasian boy, taking an imaginary trip over New York City in the cardboard helicopter his father made for him.

Ages: 4-5

If the Dinosaurs Came Back by Bernard Most (Harcourt, 1978). A young Caucasian boy imagines how much easier life would be if dinosaurs were on earth again.

Ages: 3-5

I Have a Friend by Keiko Narahashi (Macmillan, 1987). An Asian boy's shadow becomes an imaginary friend that follows and plays with him all day.

Ages: 3-5

Imogene's Antlers by David Small (Crown, 1985). This is a funny story about Imogene, a Caucasian girl, who wakes up one morning with a pair of antlers growing out of her head.

Ages: 3-5

Jamberry by Bruce Degen (Harper LB, 1983). A young Caucasian boy walking in the forest meets a lovable bear who takes him on a delicious and magical berry-picking adventure.

Ages: 3-5

continued on next page

continued from previous page

The Line Sophie Drew by Peter and Susan Barrett (Scroll Press, 1972). Sophie, a Caucasian girl, draws a crooked line, and other people imagine it to be a number of different and wonderful things.
Ages: 4-5

Mamma Zooms by Jane Cowen-Fletcher (Scholastic, 1993). A Caucasian boy and his mother use their imaginations to pretend that the mother's wheelchair is a "zooming machine" in which they zoom all over the world together.
Ages: 3-5

Pet Show by Ezra Jack Keats (Aladdin, 1974). Archie, an African-American boy, wants to bring his cat to the school pet show, but he can't find the cat. Archie has to use his imagination to think of a pet to bring to the show.
Ages: 4-5

Pretend You're A Cat by Jean Marzollo. Illustrated by Jerry Pinkney (Dial, 1990). Thirteen poems encourage children to pretend they're different animals.
Ages: 3-5

Regards to the Man in the Moon by Ezra Jack Keats (Macmillan, 1985). Lewis, a Latino boy, and his friends of all races use their imaginations to visit outer space.
Ages: 4-5

The Snowy Day by Ezra Jack Keats (Aladdin, 1962). Peter, an African-American boy, wakes up one day to find that it has snowed. Peter spends the whole day playing in the snow.
Ages: 4-5

Sushila's Band by Stephanie Harris Lang (Burke, 1989). When Sushila, an African-American girl, goes to the carnival, she sees lots of bands. Sushila wants to have her own band, so she and her friends use their imaginations to make one.
Ages: 3-5

The Trek by Ann Jonas (Greenwillow, 1985). On the way to school, a Caucasian child describes her imaginary trip through a jungle and desert, spotting many animals along the way.
Ages: 4-5

The Trouble with Elephants by Chris Riddell (Harper, 1988). A young Caucasian girl describes the various problems with having elephants around.
Ages: 3-5

What Can You Do? by Bill Gillham. Photographs by Fiona Horne (Putnam, 1986). A variety of objects are introduced to children who show how they can be used in play.
Age: 3

Where The Wild Things Are by Maurice Sendak (Harper Collins, 1963). When Max, a Caucasian boy, is sent to his room, he uses his imagination to take a trip to the place where the wild things are. Max becomes king of the wild things, but feels lonely and misses his home.
Ages: 3-5

Whistle For Willie by Ezra Jack Keats (Puffin Books, 1964). Peter, an African-American boy, wants to learn how to whistle. He tries and tries, until he finally learns.
Ages: 4-5

Wynken, Blynken, & Nod by Eugene Field. Illustrated by Holly Johnson (Dutton, 1982). In this adventure story, three children go to sea in a wooden shoe.
Ages: 4-5

The Imagination Boat

GOALS [illegible]

OBJECTIVES Children will:
- dicuss, plan and take an imaginary boat trip

Planning an Imaginary Boat Trip

The children will plan an imaginary boat trip.

Supplies: pictures of boats, items from around the room, large piece of paper, marker

1. Announce to the children that you're going to go on a pretend boat trip. Show them pictures of boats. Discuss with them where they wish to go, how long the trip will take, what kind of weather they think they'll have, and how they must prepare for their trip. Ask the children to think about what they'll need to go on their pretend boat trip, such as food, clothing, maps, and a first-aid kit.

2. Use the large piece of paper to write down, in the children's own words, the places they want to go to and what they'll need. They can go around the room and collect some of these items. Even if the actual objects aren't around, encourage the children to use their imaginations and use "pretend" objects.

With Three-Year-Olds

Children love to use their imaginations, but they'll need your help. In planning their trip, give the children ideas to help them get started. "What do we need to go on a boat trip?" "What things should we take on our boat trip?" "What places can we go to on our boat trip?" You may even have some pictures of places they can go to on their pretend trip.

Building a Block Boat

The children will build block boats for the trip they created in "Planning an Imaginary Boat Trip."

Supplies: pictures of boats, items from around the room, blue plastic tablecloth or blue bedsheet, blocks

1. Lay out a blue plastic tablecloth or bedsheet in the block area. This is the water in the sea.

continued on page 26

BEST COPY AVAILABLE

continued from page 25

2. Encourage the children to work in small groups of two or three to create their own block boats. Have your boat pictures available for children to look at.

3. Now take boat trips to the places you and your children imagined. Provide the children with some ideas to make the trip even more interesting. "What would happen to our boats if there's a storm?" "What kinds of animals do you think we'll see on our boat trip?" "What kinds of foods do you want to cook during our trip?" Ask the children to use props around the room to make the trip even more realistic.

With Three-Year-Olds

When the children are creating their block boats, provide them with some ideas by creating your own boat. If they're having trouble putting their boat together, lay some blocks out to get them started.

With Families

Send a note home describing the type of pretend trips you're taking. Encourage family members to take some trips with their children—when their child is taking a bath or while taking a walk around the neighborhood. All they need to do is talk with their child and use their own imaginations, too!

Reading and Doing

The children will take imaginary trips with the character(s) in the book.

Supplies: a children's book that talks about taking imaginary trips (see the **Imagination** goal booklist for suggestions), things around the room that will help children imagine they're taking a trip

1. Read one of the suggested books where the character(s) is taking an imaginary trip, and invite the children to come along. Help the children describe how the character(s) is using her or his imagination. For example, "What places did the girl visit?" "What animals did the boy think about when he took his trip?" "What silly animals did you see in the story?"

2. After reading the book, encourage children to take an imaginary trip just like the character(s) in the story. Suggest that they find things around the room that will help them imagine taking a trip. For example, if the story talks about taking a far away trip, ask the children questions about how they would like to go there and find things around the room the children can use to act out their adventure. Or if the story talks about an adventure at sea, ask the children to imagine and draw things they'll see while traveling.

With Three-Year-Olds

Encourage children to use their bodies as they imagine taking exciting adventures. For example, if the story talks about "flying" to a new place, ask the children to use their bodies to imagine they can "fly" or to build something that can fly (plane, "zoom machine," or car with wings), using simple materials such as a large box or blocks.

Reading and Doing

The children will talk about how special it is to share your imagination with a friend.

Supplies: a children's book that talks about taking imaginary trips with a friend and/or family member (see the **Imagination** goal booklist for suggestions)

1. Read one of the suggested books where a character takes an imaginary trip and brings along a friend and/or family member. Talk with the children about how much fun it is to share adventures with a friend. For example, "What special things did the girl and her grandmother see on their adventure?" "What secret places did the bear take the little boy to on their adventure?" "Why was he so happy when his friends could go along on the trip?"

2. Help the children also think about times they've done something special with a friend while they were in your room. The children can think about such times as when they played together, shared food, or made a picture together.

With Three-Year-Olds

Children will enjoy listening to the different adventure stories. Help them find the times that the characters are sharing ideas while you're reading the book such as, "What did the girl show the boy?" "What place did the boy take his friend to visit?"

Making Puppets

The children will design paper bag puppets and share ideas about their puppets.

Supplies: small paper bags, and a combination of art materials that children can choose from, such as paints, markers, crayons, glue, tissue paper, wallpaper samples, or fabric

1. Invite a small group of children to join you in making paper bag puppets. Show the children that by placing their hand flat inside the bag and flapping the bottom they can make the puppets talk.

2. Encourage the children to decorate

their paper bag puppets using the art materials they've selected. Allow the children to use their own ideas to decorate their puppets as they wish. The children can make all kinds of puppets, ones with happy faces, others with sad faces, and still others that are animals. Ask the children to share their ideas about their puppets. For example, "Tell us about your special puppet?" "What things did you put on your puppet?" "Does your puppet like to visit different places?" Place the puppets the children have made all around the room so they can use them as they're playing in different areas.

With Three-Year-Olds

Children will have a very easy time making puppets. Give them ideas on how they can use some of the art materials to make their puppets. You can ask the children if they want to make clothes for the puppet or if they want to make the puppet feel happy or sad. Always encourage the children to express themselves in the way they wish—not all puppets have to have a face or clothes.

Our Own Puppet Adventures

The children will use their puppets to imagine wonderful adventures they can go on together.

Supplies: the children's puppets from "Making Puppets," paper, marker

1. After reading a book about an imaginary adventure, while you're outdoors, or after taking a field trip, invite the children to use their puppets to create a fun adventure. Encourage the children to share their ideas and adventures. For example, "What places should we take our puppets?" "What would happen if our puppets could jump so high and reach the sky?" "What would happen if our puppets grew antlers?"

2. Ask the children to act out their adventures. Show the children how they can make their puppets talk by moving the bottom flap with their hand. Encourage the children to talk to one another through their puppets and create their adventures based on each others ideas. The children may sometimes come up with silly ideas and/or fight with another puppet. That's OK, not all adventures have to be happy ones.

3. You can write down the adventures the children create and read them back on another day. Allow the children to keep adding to their adventures, if they wish. An imaginary adventure can be as long or short as they want.

With Three-Year-Olds

At first, children will need some practice in talking through their puppets. You can start off by making a simple puppet of your own and asking the

continued on page 30

continued from page 29

children questions as they're holding their own puppets. For example, "My name is Hippie-Hop, and I like to hop everywhere." "What's your name?" "What do you like to do?" As the children get used to talking through their puppets, ask questions like those above to get them started on creating their fun adventures.

With Families

The children can take their puppets home. Describe to family members at drop-off or pick-up times how you and the children are creating adventure stories with the puppets. Encourage family members to talk with their children about adventures they've created.

Exploring Our Shadows

The children will use their imaginations as they explore their shadows.

1. While you're outdoors on a sunny day, guide the children in exploring their shadows. Experiment with the children on how shadows are made, helping them find their shadows in a sunny area.

2. Later, go to an area where it's not sunny and ask the children to explore if they can find their shadows. The children can play at "finding" and "losing" their shadows as they go from sunny to dark areas.

3. Help the children find out what happens to their shadows when they jump, walk, or hop. Remember that the children are just exploring their shadows and they don't have to exactly understand how shadows are made.

4. Afterward, encourage the children to talk about special adventures they can take with their shadows, such as "Where would you like to take your shadow today?"

With Three-Year-Olds

The children will have a wonderful time exploring their shadows, and their shadows will become mysterious "friends." As the children are trying out "finding" and "losing" their shadows, describe what they're doing. "When we're in a sunny place, we can find our shadow." "Let's see what happens to our shadows in a dark place." Give the children lots of opportunities to explore their shadows before talking about taking an adventure.

Listening carefully to the sounds in their everyday world is not only fun, it's also an important skill children will need for understanding what's happening around them. By encouraging children to listen carefully, they'll learn how to follow directions, get answers to questions, and appreciate differences. It also helps develop early reading skills.

Encourage children to explore the sounds they hear in their everyday world.

As children are getting ready to go outside, invite them to quietly listen for sounds and guess what they are.

Help the children listen for specific directions by calling their name to get their attention or giving clues to focus on. For example, "Mimi, why don't you help us by getting the crayon box," or "Everyone wearing pants can sit by the library books."

Encourage children to remember one, two, or three related directions at one time. This helps children to listen carefully. Give short directions for younger children and slightly longer ones for older children. For example, "Safder, clap your hands and then stand up," or "Let's sit down and then open our lunch boxes."

Use vocabulary that will help the children describe different types of sounds, such as high, low, loud, soft, crunching sounds, or buzzing sounds.

Always relate the vocabulary to an activity. For example, your children can explore high and low pitched sounds using different kinds of instruments or listening to music.

Help children discriminate between sounds that are alike and different.

Children can explore by listening to similar sounds, such as all the things that can ring (telephone, doorbell, bell) as well as very different sounds, such as the sound of thunder and a bird chirping. Listening and discriminating between everyday sounds will eventually help children discriminate between letter sounds.

continued on next page

continued from previous page

Encourage children to remember what they heard after watching the *Sesame Street* show or reading a book.

Ask open-ended questions about parts of the program or story, especially the characters.

These books encourage children to listen to what others are saying and to the sounds they hear around them.

Apt. 3 by Ezra Jack Keats (Aladdin, 1971). Sam, an African-American boy, hears music. He and his brother try to find where it's coming from. They trace it to apartment 3, and meet a blind man who makes the music.
Ages: 4-5

City Sounds by Craig Brown (Greenwillow, 1992). This is a simple story about the sounds that Farmer Brown, who is Caucasian, hears when he comes to the city.
Ages: 3-5

Crocodile Beat by Gail Jorgensen and Patricia Mullins (Bradbury, 1988). A hungry crocodile hears and sees many animals who trick him into going away without a meal.
Ages: 3-5

Goodnight, Owl by Pat Hutchins (Macmillan, 1972). In this predictable language book, Owl tries to sleep but is kept awake by buzzing bees, crunching squirrels, pecking woodpeckers, and other animals who make noise.
Ages: 3-5

Hoot Howl Hiss by Michelle Koch (Greenwillow, 1991). This is a very simple book about the sounds made by animals in the woods, by the pond, in the jungle, on the farm, and in the mountains.
Ages: 3-5

In the Tall, Tall Grass by Denise Fleming (Holt, 1991). Colorful illustrations and interesting sound words show the different noises made by animals and insects (like caterpillars, bees and frogs) that visit the tall grass.
Ages: 3-5

Muddigush by Kimberly Knutson (Macmillan, 1992). This book describes the squishy sounds and feelings that go along with playing in the mud.
Ages: 3-5

Noisy by Shirley Hughes (Lothrop, 1985). A little girl discovers all the noises inside and outside her home—from loud ones to soft ones.
Ages: 4-5

Peanut Butter and Jelly by Nadine Westcott (Dutton, 1987). This book, which is filled with song and movement, encourages children to listen to and follow directions.
Ages: 4-5

Rumble Thumble Boom! by Anna Grossnickle Hines (Greenwillow, 1992). Thunder loudly booms outside, and various family members try to explain what is making the noises.
Ages: 3-5

continued on next page

continued from previous page

Too Much Noise by Ann McGovern. Illustrations by Simms Taback (Houghton Mifflin, 1967). Old man Peter, who is Caucasian, finds out that his loud, old house isn't really loud until he shares it with a cow, a donkey, a sheep, and other animals.

Ages: 3-5

The Very Busy Spider by Eric Carle (Putnam, 1984). In this predictable language book, children are encouraged to copy and recognize the sounds of many different animals.

Ages: 3-5

We're Going on a Bear Hunt by Michael Rosen. Illustrated by Helen Oxenbury (Macmillan, 1989). This book encourages children to listen to directions as they act out going on a bear hunt.

Ages: 3-5

The Wheels on the Bus by Raffi. Illustrated by Sylvie Kantorovitz Wickstrom (Crown, 1988) and *The Wheels on the Bus* by Maryann Kovalski (Little, Brown, 1987). Two different versions of the song about the sounds and sights on a bus as it travels along.

Ages: 3-5

Sound Hunt

The children will listen for different sounds when they take outdoor walks.

1. Invite the children to go on an outdoor Sound Hunt. As you walk around the neighborhood, ask the children to listen for sounds. As they identify sounds they hear, ask them to describe the sound, guess where it's coming from, and what's making the sound.

2. When you return from your Sound Hunt, ask the children to recall some of the sounds they heard and what things made those sounds.

With Three-Year-Olds

While going on your outdoor Sound Hunt, guide the children by naming objects that are making sounds. "I think I heard a bus go by. What sound did the bus make?" "Did the bus make a *loud* or a *soft* sound?"

Reading and Doing

The children will have opportunities to listen to several stories about different sounds they can hear indoors and outdoors.

Supplies: several children's books that talk about different kinds of indoor and outdoor sounds (see the **Listening** goal booklist for suggestions)

Read several of the suggested books about different kinds of indoor and outdoor sounds over a period of several days or weeks. Talk with the children about the sounds described in each story. Whenever possible, ask the children to imitate the sounds the story is describing. Also, encourage the children to explore similar sounds around them. For example, if the book talks about musical sounds, invite the children to explore some of the sounds the musical instruments in your room make. Or if the story talks about outdoor sounds, take a neighborhood walk and ask the children to listen for some of the sounds. "Did you hear any of the *same* sounds as the ones in the story?"

continued on page 36

BEST COPY AVAILABLE

[redacted]

continued from page 35

With Three-Year-Olds

At first, try to select books that talk about sounds that are familiar to the children. Once your children have had some experience with sounds around them, they can begin to talk about less familiar sounds.

A Sound Discovery Table

The children will collect objects that make sounds and create a Sound Discovery Table.

Supplies: paper, crayons

1. Encourage each child to find a small object around the room that makes a sound that she or he likes.

2. Assist children in labeling the found item by making a small sign and writing their name on it. Invite each child to place their item along with its sign on the Sound Discovery Table.

3. Invite small groups of children to explore and discover how the items they've collected make their sounds. Ask them to touch, move, squeeze, and shake the items.

With Three-Year-Olds

Children will enjoy exploring the different objects and discovering how they can make different sounds. Some children may have difficulty writing their names. Allow them to "scribble" their names or use a symbol to represent them. Afterward, write their names on the signs.

With Families

You can send a note home asking family members to help their child find an object that's small and nonbreakable to display on a Sound Discovery Table. Explain that you and your children are exploring things that make different sounds.

© 1993 Jim Henson Productions, Inc.

Guessing Game

The children will listen and identify sounds they hear on a tape recording.

Supplies: tape recorder, blank cassette

1. At your convenience, record the sounds of common objects around the room and/or your neighborhood, such as a bird chirping, crumbling paper, a clock ticking, a tractor engine, or a fire engine's siren. Allow plenty of time between the recording of the different sounds.

2. Invite a small group of children to listen to the special sounds. Ask the children to guess what things are making the sounds.

With Three-Year-Olds

Children should listen to just a few of the sounds at one time. You can give clues if the sounds appear to be too different. For example, if the recording is of a bird chirping, "The next sound is something we hear outside and it flies!"

BEST COPY AVAILABLE

Reading and Doing

The children will explore different kinds of animal sounds.

Supplies: several children's books that talk about different animal sounds (see the **Listening** goal booklist for suggestions)

1. Give the children some opportunities to listen to animal sounds. You may take the children on a walk and ask them to listen for some animal sounds, such as a dog barking, cows mooing, or birds chirping. You may take the children on a field trip to visit a children's zoo, nature park, or a local farm.

2. Afterward, read several of the books about animal sounds over a period of several days or weeks. As you read each story, ask the children to imitate the sounds the animals make.

3. Encourage the children to act out how the animals move, eat, and sleep as you're reading the different books. You can help the children by demonstrating how one of the animals moves and the sound it makes, such as a lion roaring or a pig snorting. Ask the children to think about other animals they've heard about or seen.

With Three-Year-Olds

Children can get very excited listening to stories where they can join in by making animal sounds and moving around. You can remind them to have an "indoor voice" so it doesn't get too loud, or read the books outdoors, but always encourage them to join in and express themselves!

Design a Favorite Animal Book

The children will paint pictures of their favorite animals and use them to make a book.

Supplies: paints, paintbrushes, animal figures and/or animal pictures (from magazines, newspapers, or animal picture books), paper, construction paper, markers, hole puncher, yarn

1. Invite the children to make their own "Favorite Animal" book. Encourage

each child to paint a picture of their favorite animal. You can put animal figures and/or animal pictures on display to help the children get ideas.

2. Encourage children to use their imaginations by having paints available and allowing each child to paint the picture in the way he or she wants. Don't be concerned if several children pick the same animal.

3. Talk with each child about the animal she or he painted, why the animal is a favorite, what special things the animal can do, what the animal eats, and what sound it makes. Write down with a marker what the child tells you, using his or her words. Encourage the children to write their names on their pictures. You can then write the title on top in bright letters:

My Favorite Animal
is (name of animal)

4. Collect the paintings and punch two holes on the side of each picture. Ask the children to help you thread and tie all the paintings together with a piece of yarn. You and the children can design a cover for the book using construction paper. Have all the children write their names as the authors of the book. Leave the children's book in a place where the children can "read" it when they choose. The children can talk about and even act out their favorite animals along with the sounds they make.

With Three-Year-Olds

Children will need some help in making their animal paintings, so it's important to have on display plenty of animal figures, animal pictures, or other children's drawings. Allow children to come back to their paintings—they don't have to finish them in one try. Give the children some ideas for their animal painting. "Yoshiko, what color should we make the dog?" "Michelle, where should we put the bird's wings?" You may also need to help the children talk about their paintings, by asking questions. Remember that the children don't have to talk about their pictures immediately. They may want to wait until later in the day or even until the next day.

With Families

Encourage the children to take turns bringing the book home and "reading" it with their family. Send a note home explaining who made the book, and give suggestions of how family members can read it together, such as making the animal sounds, moving like the animals, or talking about other animals they see on T.V. or in other picture books.

continued on page 40

continued from page 39

Recording a Story

Children will listen to and "read" one of their favorite children's books using a tape you've made.

Supplies: tape recorder, blank cassette, two metal spoons

1. Choose one of the children's favorite stories to record, preferably from the **Listening** goal booklist. Select a story that will allow for plenty of participation from the children, such as *Crocodile Beat*, *Hoot Howl Hiss*, or *In the Tall, Tall Grass*. When you tape the story, make it fun by reading it with feeling. After you finish reading each page, tap the two metal spoons together to create a turn-the-page signal.

2. Create a Read Alone space in your room where two or three children can sit comfortably and listen to their favorite story. Place a copy of the book next to the tape recorder and have the recorder ready to play. At first, you may want to demonstrate for the children how to hold the book and listen for the turn-the-page signal. Eventually, the children will want to try it on their own. Encourage the children to "read" along with the recording as well as join in by making the sounds the animals make.

With Three-Year-Olds

Children should usually have an adult with them as they listen to a recorded story. You may help them along by reminding them to listen for the special signal to turn the page. Demonstrate it for them several times.

The way children begin to view themselves is the most important part of self-esteem. The more children see themselves in a positive way, the more confidence they'll have to try out new situations and new skills and to cope with disappointment and frustration. Most important, the greater a child's self-esteem, the more willing he or she will be to keep trying something without giving up. When you encourage children to appreciate what makes them special, and to feel comfortable to try new things, you help them develop positive self-esteem.

Encourage children to recognize the things they can do or are trying to do.

Give children praise by describing what they're actually doing or trying to do. For example, "Isn't it good you can button your jacket by yourself?" or "You really tried hard to write your name."

Let children share and/or show what they like about themselves, for example, "I can run fast" or "I have a pet hamster."

Help children recognize how they are special in many ways.

Young children will usually focus on physical things that they can do or objects they have. Help them to recognize other things that make them special. For example, point out how loving they are with their baby doll or how creative they are when they finish a painting.

Talk about children's families and things they do with them.

Invite family members to come and participate in activities with their children. Demonstrate in front of family members how you praise children for things they do.

Let children make something for a friend or family member, especially on important days such as holidays or birthdays.

continued on next page

continued from previous page

Encourage children to make things they can use in your room and/or at home.

Display things children make at their eye-level so they can look at and touch them. Also, encourage family members to make things with their children and to display the things their children make.

The characters in these books show pride in themselves and who they are.

Children's Books

All by Myself by Mercer Mayer (Western, 1983). This story describes the many things a young Caucasian boy can do, including pouring juice for his little sister, trimming bushes with Dad, icing a cake with Mom, and almost putting himself to bed.
Age: 3

All I Am by Eileen Roe. Illustrated by Helen Cogancherry (Bradbury, 1990). Here's a very simple book about the different things a child can do.
Age: 3

The Carrot Seed by Ruth Krauss (Harper, 1945). A young Caucasian boy plants a carrot seed. His family tells him it won't grow, but he takes care of it anyway. It finally grows, and the boy is proud of his accomplishment.
Ages: 3-5

The Chick and the Duckling by Mirra Ginsburg. Illustrated by Jose Ariego and Ariane Dewey (Macmillan, 1972). The chick likes to follow the duckling's every move. That is, until the duckling leads the chick into the water, and the chick learns to think for itself.
Ages: 3-5

The Empty Pot by Demi (Henry Holt and Company, 1990). In ancient China, the Emperor gives every child a flower seed and says that whoever shows him "their best" in a year will become the next Emperor. Ping spends the entire year taking care of the seed, but nothing grows. When the year is up Ping has no flower—but he has done his best.
Ages: 4-5

I Like Me! by Nancy Carlson (Viking, 1990). Pig admires her good points and realizes that she is responsible for making herself feel good.
Ages: 3-5

I Like to Be Little by Charlotte Zolotow. Illustrated by Eric Belgvad (Harper, 1987). A little Caucasian girl describes for her mother all the reasons she likes being little.
Ages: 3-5

I Want To Be by Thylia Moss. Illustrations by Jerry Pinkney (Dial, 1993). A young African-American girl uses her imagination to think about what she wants to be.
Ages: 4-5

The Little Engine That Could by Watty Piper. Illustrated by George and Doris Hauman (Scholastic, 1979). In this classic story, the little train tries and tries. And when he finally makes it, he feels proud for doing his best.
Ages: 3-5

continued on next page

continued from previous page

The Mixed-Up Chameleon by Eric Carle (Harper, 1989). A chameleon wishes it were like some of the animals in the zoo, but then decides it's best to be itself because it has its own special features.

Ages: 3-5

Owliver by Robert Kraus. Illustrated by José Aruego and Ariane Dewey (Prentice Hall, 1974). Owliver happily follows his own dreams of becoming what he wants to be, instead of his parents' dreams.

Ages: 4-5

Swimmy by Leo Lionni (Pantheon, 1963). A school of small fish are afraid of being eaten by a larger fish until Swimmy comes up with a plan for chasing the big fish away.

Ages: 4-5

The Very Quiet Cricket by Eric Carle (Philomel Books, 1990). A very small cricket wants to make sounds like the other animals it meets. But it can't chirp like the other crickets, hum like the bee, or whirr like the dragonfly. Finally, one day when the little cricket is no longer little, it learns how to chirp!

Ages: 3-5

We Can Do It! by Laura Dwight (Checkerboard Press, 1992). This book shows five disabled children of different races and all of the great things they can do.

Ages: 3-5

All About Me

GOALS Self-Esteem, Appreciating Differences

OBJECTIVES Children will:
- talk about, share, and demonstrate how special they are

Reading and Doing

The children will talk about how characters in the book can do special things and feel proud about what they can do.

Supplies: a children's book(s) that talks about the special things the characters can do (see the **Self-Esteem** goal booklist for suggestions)

1. Read one of the suggested books about the special things the characters can do with the children. Talk with the children about how simple things the characters can do are special. For example, growing a seed, making sounds, pouring orange juice, or eating with chopsticks.

2. Help the children discover special things they like to do, or talk about something new they've just learned to do either in your room or at home. They could share simple things, such as making things with clay, using paints to make a beautiful picture, or zipping their jacket.

With Three-Year-Olds

Children will realize special things characters can do as you're reading the book. Help them remember some of the special things they can do, and give them some vocabulary to help them describe their feelings. "Hoa, you went down the slide by yourself for the first time. How did that make you feel, *happy* or *sad*?" "Why?"

Learning About Colors

The children will mix different paints and describe what they look like.

Supplies: paints (including some skin-tone paints, if possible), paintbrushes, plastic trays, mirror

1. Prepare an area where a group of about four children can work together. Lay out the paints and place a plastic tray in front of each child. Then demonstrate how different colored paints work together. For example, mixing a dark brown paint with a white paint will create a tan color.

2. Encourage the children to explore mixing paints to match their eye color, hair color, skin color, or clothing color.

continued on page 46

continued from page 45

Suggest that they look in a mirror to help them see the colors better.

3. Use vocabulary that will help the children identify different colors such as *dark brown, light brown, tan, pink,* or *peach*.

4. Encourage the children to discuss the similarities and differences between the colors they have developed.

With Three-Year-Olds

Children will enjoy mixing paints because it gives them an opportunity to explore with their hands. Assist them in matching their eye color, hair color, skin color, or clothing color by mixing the paints while they look in the mirror.

Make a Self-Portrait

The children will make self-portraits using the colors they created in "Learning About Colors."

Supplies: paints (including some skin-tone paints, if possible), paintbrushes, paper (sized appropriately to make a book), clear contact paper, ruler

1. Invite a small group of children to make self-portraits. Describe to the children what a self-portrait is. "A self-portrait is a special picture all about you."

2. Encourage the children to paint a picture of themselves, using the skin colors they were able to match while experimenting with the paints in "Learning About Colors." Allow them to use other paint colors to paint their hair, eyes, and other body parts, as well as any clothes and/or decorations they wish on their self-portraits.

3. Assist each child in writing down his or her name on the picture. Discuss with the children how every child's portrait is special in its own way. "Elisa, tell us what colors you used to paint your eyes and hair?" "Michael, what clothes are you wearing in your picture?" Each child can help you measure and cut a piece of clear contact paper to cover their self-portrait.

4. It may not be unusual for children to say negative things about another child's self-portrait, such as "He's ugly," or "She has funny looking skin." This is not inappropriate. Don't ignore it, rather ask the child why he or she thinks it's "ugly" or "funny looking." Then point out that it may be the way she or he feels about it, but everyone has similarities and differences.

With Three-Year-Olds

Some children may have difficulty or may not want to draw their self-portraits. Instead, have them create their own "hand print portraits." Allow them to place their hands in the paint and make "hand prints" on the paper.

Creating a Book About Ourselves

The children will use the self-portraits they made in "Make a Self-Portrait" to make a book about how they are special.

Supplies: the children's self-portraits, magazines, scissors, paper, crayons, glue, hole puncher, pieces of yarn

1. Invite each child to create an "I'm Special" book. To do this, the children can cut out pictures from magazines and/or draw pictures of things that make them happy, that they like to do, that they like to eat, and that they would like to do when they get older. Tie the pages together using a hole puncher and yarn.

2. Write down what the child tells you about each picture, in her or his own words.

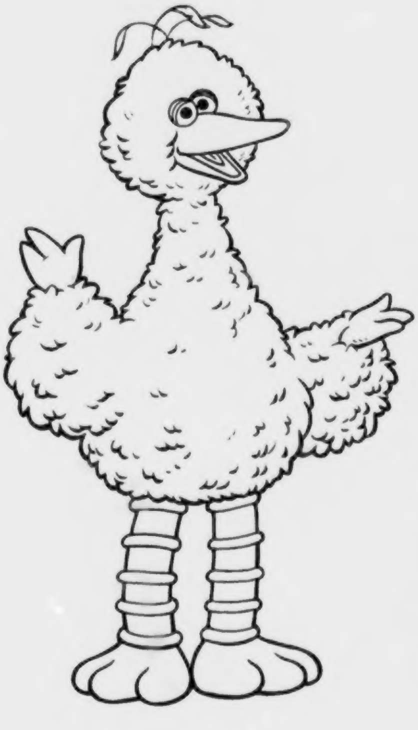
3. Once all the books are completed, place them where children can "read" them during the day.

With Three-Year-Olds

Children will enjoy making "I'm Special" books, but it may be easier for them to look for pictures rather than draw their own. Ask them to look for pictures that are easy to find, such as pictures of things they like to eat or things they like to play with. Ask them about the pictures they found. For example, "What are the things you like to eat?" "What things do you like to play with?"

With Families

Send the book home with each child and encourage family members to read it with their child. You can also suggest that family members add to the child's "I'm Special" book by pasting a picture of the child and his or her family on the last page.



©1993 Jim Henson Productions, Inc.

The Things I Do

GOALS Self-Esteem

OBJECTIVES Children will:

- think about, identify, and share special things they like to do

The "I Like to Do" Game

The children will share things they like to do around the room with one another.

Supplies: objects or materials around the room

1. Introduce the "I Like to Do" game by walking around the room with groups of two or three children at a time. Show them activities that you like to do with them during the day, such as using a magnifying glass at the Discovery Center, building a truck with small interlocking blocks, or pouring water from a pitcher.

2. Guide the children around the room while helping them select things they like to do. Encourage each child to demonstrate to the other children something that she or he likes to do during the day. Suggest using materials and/or objects around the room.

3. Once a child has selected something special she or he likes to do, encourage sharing it with the other children. Ask each child to talk about how she or he feels when doing this activity. "Pascula, why do you like to use the clay?" "What are the things you like to make with the clay?" "How do you feel when you make something with clay?"

With Three-Year-Olds

Children will have a great time "showing off" things they like to do. You may want to only work with two children at a time, and help them along as you search around the room for things each child likes to do. "Mirra, this morning I saw you using the blocks. What were you doing with the blocks?"

Things We Like to Do

The children will make a felt mural of the things they like to do.

Supplies: magazines, scissors, crayons, small squares of paper, markers, masking tape, one piece of felt large enough to cover a large piece of cardboard

BEST COPY AVAILABLE

1. Create the background for the mural by taping felt to the front of a large piece of cardboard. At the top of the felt board write with a marker "Things We Like to Do." Lay out some magazines, scissors, crayons, and paper.

2. Introduce the felt board to the children and ask them if they want to make a Things We Like to Do mural. Encourage each child to cut out a magazine picture(s) and/or draw a picture of something special she or he likes to do and put it on the board. Help the children by asking questions about the things you have seen them do during the day. "James, what do you like to do after you finish eating your breakfast?" "Elisa, what do you like to do right before you take a nap?" As the children cut out pictures and/or draw pictures of things they like to do, ask them to discuss and share why they like to do those things. Encourage the children to write their names on their pictures or drawings.

3. Encourage the children to stick their felt pictures or drawings on the mural by putting some masking tape on the back of each one. Put the mural in an area where children can have easy access to it. Let the children take the pictures and drawings on and off the board and create their own stories.

With Three-Year-Olds

Allow children to make the choice of using a picture or making a drawing, even if it's just a scribble. Ask each child to talk about their picture. Try to do this activity with only two or three children at a time so you can write down what each child tells you.

Special News

The children will create their own news by talking about the special things that happen.

Supplies: large piece of paper, marker

1. Place a large piece of paper in an area where children can go at their leisure to share some special news. Encourage the children to ask you to write their "news" that they think is special and would like to share. Remember to write some "news" of your own. Make sure to clearly title and write children's special news in their own words, such as:

Victor's News
Yesterday I went to my friend's house to play. I eat pizza and brownies for dinner.

2. At the end of each week, you and the children can share the week's news. Each child can "read" his or her news, although some children will have forgotten what they dictated. When this happens, read the news first and then have them talk about it.

continued on page 50

continued from page 49

With Three-Year-Olds

Children will have an easier time if you remind them once in awhile during the week that they can share their news whenever they wish.

With Families

You can ask family members to tell you about special news that happened at home while they're dropping off or picking up their child.

Reading and Doing

The children will talk about how it's good to feel proud of things you can do, just like the character(s) in the book.

Supplies: a children's book that shows characters talking about special things they can do (see the **Self-Esteem** goal booklist for suggestions)

© 1993 Jim Henson Productions, Inc.

1. Read one of the suggested books where a character(s) realizes that things she or he can do are special. Talk with the children about how the character is proud of what she or he does. For example, "Why does the little girl like being little?" "What special things could the chick do?" "How did the boy help his family?"

2. Invite the children to think of special things they've done that made them feel proud of themselves. Help them notice how proud the character in the book felt when she or he did something. For example, "How did the little fish feel after getting away from the big fish?" "How did you feel when you made your own puppet today?" You can get things started by saying, "This week I felt good when I finished reading my book. What things did you do this week that made you feel good?"

With Three-Year-Olds

Children are always learning something new and often don't realize how many special things they can do by themselves. As you're reading the book, help the children think of similar things they can do. For example, if the character is pouring orange juice, ask the children to think of things they can pour.

Trying Again

Young children are always learning something new, and it's not surprising that they're often not successful the first time they try. Some children are reluctant to try anything new, while others will readily try over again. Still others get frustrated if they can't do it right away and are reluctant to try again, especially if they see others doing it easily. It's important for children to understand how to cope with such disappointments. As children feel more and more comfortable in trying things again, their self-esteem grows and they're willing to take chances in new situations.

Tips

Encourage children to express their emotions when they're trying new situations and/or skills.

Assure them that it's OK to feel frustrated when they can't do things right away or when they watch others do things they can't do yet. Remind them that they have to express their feelings in ways that won't hurt themselves or others. Help them put their feelings into words. "Candida, I know you're angry because you can't write your name yet. That's OK. I know it can be hard to write your name, and you did a wonderful job trying."

Help children recognize that just trying something new is good enough.

Remember to recognize and encourage children not only when they do something successfully but also when they're "trying" over and over again. Help children understand this is just as good, and that not everyone can do things right the first time around. Share books and/or watch the *Sesame Street* show for times when characters are learning something new. Make "I TRIED" badges for the children whenever they're trying something new.

Help children recognize that everyone, including adults, has to try things over again.

Sometimes young children believe they're the only ones who can't do something and feel very bad about themselves. At times, provide examples of things you can't do.

continued on next page

continued from previous page

"Patricia, I'm so proud of you for sliding down the slide on your own. You kept on trying until you did it. You know it took me a long time before I could drive by myself."

Help children consider alternatives to problems.

Children may have difficulty recognizing another alternative to a problem. Guide them by asking questions that will help them see another point of view or alternative. "Katrinka, your round block keeps falling off. Do you think we should try another kind of block?"

Encourage children to see that sometimes they can solve problems easier by working together.

Provide children with opportunities where they can help each other and cooperate. Encourage children to work in pairs or in small groups while trying something new.

These books show children that it's always good to keep trying.

Children's Books

Any Kind of Dog by Lynn Reiser (Greenwillow, 1992). In this predictable language book, Richard tries and tries to get a dog but keeps getting other pets from his mother. Finally, he ends up with a dog.

Ages: 4-5

Are You My Mother? by P. D. Eastman (Random House, 1960). A little bird tries and tries to find his lost mother, going from animal to animal and to different things, asking "Are you my mother?" In the end, he succeeds.

Ages: 3-5

The Carrot Seed by Ruth Krauss. Illustrated by Crockett Johnson (Harper, 1945). A young Caucasian boy keeps trying to get a carrot to grow by watering it and pulling up the weeds around it, in spite of the fact that his family says it won't grow.

Ages: 3-5

The Empty Pot by Demi (Henry Holt, 1990). In ancient China, the Emperor gives every child a flower seed and says that whoever shows him "their best" in a year will become the next Emperor. Ping spends the entire year taking care of the seed, but nothing grows. When the year is up Ping has no flower—but he has done his best.

Ages: 4-5

Ibis: A True Whale Story by John Himmelman (Scholastic, 1990). This is a true story about a young humpback whale that gets trapped in a fishing net. Ibis tries to free herself and another whale also tries. Finally, friendly whale watchers also try and succeed.

Ages: 3-5

I Can Build a House by Shigeo Watanabe. Illustrated by Yasuo Ohtomo (Philomel, 1983). A young boy tries and tries to build a house and finally succeeds.

Ages: 3-5

I Have a Loose Tooth by Sally Noll. (Greenwillow, 1992). Molly tries and tries, but she can't get anyone to understand that she has a loose tooth. Then she comes up with a clever way of letting people know.

Ages: 4-5

Impossible, Possum by Ellen Conford. Illustrated by Rosemary Wells (Little, Brown, 1971). Randolph can't hang by his tail like other possums, although his family keeps telling him to try. Finally, his sister finds a way to convince Randolph that he can hang by his tail by himself.

Ages: 4-5

Koala Lou by Mem Fox. Illustrated by Pamela Lofts (Harcourt Brace Jovanovich, 1988). Koala Lou tries to win the Olympics, set in the Australian bush, because she thinks that her mother will once again say to her, "Koala Lou, I do love you." She loses, but her mother still tells her that she loves her no matter what and that she is glad Koala Lou tried her best.

Ages: 3-5

continued on next page

continued from previous page

The Little Engine That Could by Watty Piper. Illustrated by George and Doris Hauman (Scholastic, 1979). In this classic story, the little engine keeps saying "I think I can," and finally succeeds.

Ages: 3-5

Regina's Big Mistake by Marissa Moss (Houghton Mifflin, 1990). When the teacher asks everyone to draw, Regina, an African-American girl, is the only person who can't. How will she be able to express herself? She finally finds a way.

Ages: 4-5

Too Much Noise by Ann McGovern. Illustrated by Simms Taback (Houghton Mifflin, 1967). A Caucasian man tries many different ways to make his house a quieter place.

Ages: 4-5

The Very Quiet Cricket by Eric Carle (Philomel Books, 1990). A very small cricket wants to make sounds like the other animals it meets. But it can't chirp like the other crickets, hum like the bee, or whirr like the dragonfly. Finally, one day when the little cricket is no longer little, it learns how to chirp!

Ages: 3-5

Try, Try Again

GOALS Trying Again, Cooperation

OBJECTIVES Children will:
- talk about why it's important to keep trying new things
- be recognized for new skills they learn

Creative Block Building

The children will have opportunities to try out different ways to use building blocks.

Supplies: different types of blocks children can stack

1. As children come to an area where there are different types of blocks, suggest ways they can use blocks they may not have tried before. For example, show the children how several blocks can line up diagonally and then have other blocks stacked on top, or how to hold up round blocks so that they won't fall over. Encourage them to try out these new ideas on their own or with other children. Remember they don't have to do it exactly as you suggested or do it perfectly right away. The fun is in trying over and over again to build things in new ways.

2. You can also give the children challenges while they're using the blocks, such as "Do you think we can build a very tall tower?" "Do you think we can make a big circle with our blocks?"

With Three-Year-Olds

Give children only simple suggestions they can try as they're using their blocks, or help them while they're having trouble doing what they want. Always ask the children what they would like to do, then help them think about other ways to try it out. For example, "You said you would like to have this round block stand up. Which other block do you think we can use to help it stand up?"

Reading and Doing

The children will talk about how a character can try his or her best and still not have things happen as desired.

Supplies: a children's book where the character may be trying her or his best but in the end doesn't have things happen the way she or he wanted (see **Trying Again** goal booklist for suggestions)

1. Read one of the suggested books

continued on page 56

continued from page 55

where a character tries to do something but it doesn't happen as he or she expected. This is an excellent idea to discuss with children, since they can often try something and not immediately succeed. It's important for children to feel they can just try and still feel good about themselves.

2. Talk with the children about how the character feels while trying and how she or he feels after things turn out different than expected. For example, "How did the boy feel when he was trying to grow the seed?" "How did he feel when the seed didn't grow?" "How did she feel when she lost the race?" "Why did she still feel happy and proud even though she lost the race?" Point out that it's OK to try things and not always get it right away. It's just part of learning new things.

With Three-Year-Olds

As you're reading to your children, help them find the different ways the character was trying, such as "How did the boy take care of the seed?" "What did she do to practice for the race?" Talk about how the character still felt proud just for trying. Help the children think of times they've tried things out and not succeeded right away.

Noticing New Skills

The children will be recognized for new skills they learn.

Supplies: paper, marker

Observe and keep an individual record of a new skill that each child may have acquired during the week. The newly acquired skills do not have to be difficult tasks, rather they can include buttoning their jacket on their own, recognizing a new color, remembering to put away their blanket after naptime, etc.

For Three-Year-Olds

Children will feel very proud when you point out the new skills they're acquiring, especially because at this age there are so many new things to learn.

With Families

At the end of each week, send a note home titled "Now I Can (fill in the new skill that the child can do)." Encourage family members to allow their child to show-off his or her new skill at home and/or discuss it with their child. Ask them to keep you informed of new skills their child has achieved at home.

Trying Again

Things That Roll

The children will explore and figure out which items can roll.

Supplies: any combination of things around the room that can and can't roll, such as paper towel or bathroom tissue rolls, a roll of masking tape, a ball, markers or crayons, a book, a puzzle piece, or a block

1. Lay out the combination of items in an area where a small group of children can explore and figure out which items can and can't roll. Ask questions that will get the children to think about and explore if the items roll, such as "Do you think we can find which of these things can *roll* like a ball?" "Which ones do you think will roll?" "Why don't you try each one out?"

2. Invite the children to take a walk around the room to find other things that roll. The children can also try things out while they're playing outdoors. For example they can find out such things as, "Can a *twig* roll?" "Can a leaf roll?" "Can a ball roll just as easily on grass as on concrete or dirt?"

With Three-Year-Olds

Before getting started and asking the children to explore all the items, give them one or two examples of "things that can roll" and let them try rolling the items. After they've had a chance to see things roll, you can ask questions like those suggested above, to get them to explore the rest of the items.

I Think I Can

GOALS [illegible]

OBJECTIVES Children will:
- encourage themselves to keep trying when they're doing something new

Overcoming Obstacles

The children will try out a simple obstacle course.

Supplies: any combination of things around the room that can be used to make a very simple obstacle course, such as masking tape, a jump rope or piece of rope, large blocks, one or two old pillows, a large box

1. Create a simple indoor or outdoor obstacle course for the children using any combination of the suggested supplies that you may have around the room. You can use the masking tape to form a line children can follow, lay a jump rope, piece of rope or large blocks that children can jump over, lie one or two pillows on the floor that children can walk over without falling down, or a large enough box that children can crawl through. You do not have to use all the materials to make a simple obstacle course, just select a few items or use some of your own ideas. Try to have the course laid out before the children arrive or go outdoors.

2. Encourage the children to explore the simple obstacle course and try it out. Going through the obstacle course should not be competitive. Help children recognize how well they're trying at going through the course, such as "You were able to jump over the blocks!" "You stepped over the pillows and fell down. You can try it again!" "You crawled very fast through the box!" There should be no winners or losers!

3. At another time, ask the children for some suggestions of things they'd like to add to the obstacle course.

With Three-Year-Olds

Obstacle courses are very exciting physical challenges for children, especially as their coordination is fast improving. Start off with about two or three items that are easy, such as jumping over a rope or walking on pillows. As children meet these challenges, you can add new things. Remember to praise all their attempts.

The "Warmer or Cooler" Game

The children will try to find an object hidden around the room or outside.

Supplies: any object not usually used by children such as a large raw potato, an empty tissue box, a small unopened vegetable can

1. Introduce a small group of no more than three children to the "Warmer or Cooler" game. This activity may be done indoors or outdoors.

2. Show the children what the object you've selected looks like. Explain to the children that each of them will have the opportunity to hide the object around the room (or outdoors) while the other children turn their backs and cover their eyes.

3. Once the child hides the object, she or he can give the others clues by saying "warmer" (very close to the object) or "cooler" (very far from the object). You can help the children by demonstrating a "Warmer or Cooler" game, by hiding the object and guiding the small group of children to find it. Encourage the children to work together to find the object.

4. Give each child an opportunity to hide the object so the rest of the children can find it. Praise each child not only when she or he finds the object but also as they're searching for the object, even though it may not be close by. Praise each child for all attempts she or he makes in searching for the object, such as "You were really close that time."

With Three-Year-Olds

The "Warmer or Cooler" game is especially fun for children if it's not too hard. To begin, you can hide the object several times to give them an idea of how to play the game. You can also limit the search to just a small area in the room or outside so that they can easily find it. Give them lots of praise just for trying.

With Families

Send a note home to family members describing the "Warmer or Cooler" game. Encourage family members to play the game at home with all their children working together to find the object.

Reading and Doing

The children will talk about how sometimes it's important to keep trying.

Supplies: a children's book that talks about trying over again until a character(s) can successfully do something (see the **Trying Again** goal booklist for suggestions)

continued on page 60

continued from page 59

1. Read one of the suggested books that talks about a character(s) that needs to keep trying before she or he succeeds. Discuss with the children the different ways the character is trying, such as "What did the little engine keep doing to go up the hill?" "How did the man keep trying to make his house quiet?" "What things did the boy do to make his carrot seed grow?"

2. Explore with the children things they've had to do over again before they were able to do it on their own. Remind the children of such things as going through the obstacle course, playing the "Warmer or Cooler" game, or something they did during that day or week.

With Three-Year-Olds

Select one of the books in which the character is trying to do something the children can imitate. For example, in the book *The Little Engine That Could*, the little engine tries over and over again to go up a big hill. The children can act out the story of the little engine by forming a train (line up one behind the other and hold each other by the waist) and make believe they're going up a big hill while saying "I think I can." In a story about growing a plant, the children can talk about all the things they need to do to make the plant grow.

I Can Do It

The children will encourage themselves to keep trying or try new things by using the phrase "I can do it."

Help children encourage themselves by using the phrase "I can do it," or another phrase you think will be useful when they're trying something they haven't done before or are unsure about. Take advantage of opportunities while children are trying new things, such as when a child is trying to go down the slide for the first time, a child is trying out a new riding toy, or a child is practicing writing his or her name. Remind the children of the book(s) you read in which the character(s) keeps trying until he or she succeeded.

With Three-Year-Olds

Using a phrase is very helpful for children, because everyday they may have to try something new or something they're not sure about. Using a phrase will help children to remind themselves of all the things they've been able to do and give them more confidence in trying new things.

Children and Their World (My World)

BEST COPY AVAILABLE

©1993 Jim Henson Productions, Inc.

Children and Their World (My World)

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

BEST COPY AVAILABLE

[redacted]

Young children gradually learn to cooperate with other children and adults when they have opportunities to share, take turns, listen to each other, and try out ideas that are different than their own. Children should be encouraged to cooperate with one another in natural and everyday situations, not when it's commanded by adults. Children then begin to recognize the benefits of cooperating and realize that it happens all around them. They also feel good about themselves because they receive praise from adults, solve problems, make new friends, and try out new ideas.

It's also important to realize that young children may feel more comfortable playing by themselves or next to another child or even just with adults. Very young children still see the world mostly from their eyes and don't quite yet understand why it's necessary to share their things. Feeling comfortable cooperating is a very gradual process, and children should be allowed to take their time in learning it.

[redacted]

Encourage children to experience situations where they may choose to cooperate.

Allow them to discover the benefits of cooperation by involving them in activities that encourage working together. Situations where children have to come up with their own ideas or need to work together to get a job done are excellent ways of getting children to voluntarily cooperate with one another. Some examples are going on imaginary trips using blocks, dressing-up and preparing to go on a picnic, throwing and catching a ball, and setting up for snack time.

Let children see other children and adults cooperating with one another.

Watch segments of the *Sesame Street* show or read books with the children in which characters working together solve problems,

continued on next page

continued from previous page

try new things, or make new friends. As you're taking a walk with the children, help them find out situations where people are cooperating.

Recognize that at times it's OK to choose not to cooperate.

Always provide children with choices—not all activities have to be done in small or large groups. Children can have opportunities to do things on their own, as well as things with other children and adults.

Children's Books

These books show children that helping others and playing and working together makes a better community and a better world.

Anansi the Spider by Gerald McDermott (Holt, 1972). In this West African folktale about Anansi the Spider, Anansi falls into trouble and his sons work together to help him.
Ages: 4-5

Awful Aardvark by Mwalimu and Adrienne Kennaway (Little, Brown, 1989). Aardvark's awful snoring keeps all of the animals awake. So the animals work together to think of ways to keep Aardvark from snoring.
Ages: 3-5

The Cake that Mack Ate by Rose Robart. Illustrated by Maryann Kovalski (Atlantic Monthly Press, 1987). This rhyming book is about all the ingredients that come together to make a cake for Mack to eat.
Ages: 4-5

Country Bear's Good Neighbor by Larry Dane Brimmer (Franklin Watts, 1988). Country Bear needs his neighbor's help to make a cake. When the cake is ready, they share it.
Ages: 3-5

The Doorbell Rang by Pat Hutchins (Greenwillow, 1986). Each time the doorbell rings, more children come to share Ma's (a Caucasian woman's) cookies. At first there are many cookies for 2 children, then there is only one cookie for 12 children. When the doorbell rings again, something happens to help the children learn about cooperation. Children of all races are featured.
Ages: 3-5

Goggles by Ezra Jack Keats (Aladdin, 1969). Peter, an African-American boy, finds a pair of goggles. Peter and his African-American friend Archie argue over the goggles, but when some older boys try to take the goggles, Peter and Archie cooperate.
Ages: 4-5

The Grouchy Ladybug by Eric Carle (Harper, 1977) [Also available in Spanish as *La Mariquita Malhumorada*, 1977]. A grouchy ladybug lands on a leaf and doesn't want to share its breakfast with the friendly ladybug there. Angry, it flies away and picks a fight with every animal it meets. At the end of the day, it returns to the same leaf tired, hungry, and ready to share.
Ages: 4-5

The Little Red Hen by Paul Galdone (Houghton Mifflin, 1973). The Little Red Hen tries to get the dog and the cat and the mouse to help around the house, but they won't. In the end, the dog and cat and mouse learn that it's better to cooperate.
Ages: 3-5

continued on next page

continued from previous page

Mr. McGill Goes to Town by Jim Aylesworth. Illustrated by Thomas Graham (Holt, 1989). There's lots of rhyming and predictable language in this story about how five men work together to repair a mill and do other things.
Ages: 3-5

Swimmy by Leo Lionni (Pantheon, 1987). A school of very tiny fish are afraid of being eaten by a big fish until they come up with a plan for working together and chasing the big fish away.
Ages: 4-5

Together by George Ella Lyon. Illustrated by Vera Rosenberry (Orchard, 1989). This is a rhyming book about the things that two girls—one African-American and one Caucasian—do together.
Ages: 3-5

Zinnia and Dot by Lisa Campbell Ernst (Viking, 1992). Two hens fight about who lays the best eggs, but they end up cooperating in order to chase away a weasel who tries to steal their eggs.
Ages: 3-5

We Can Cook!

GOALS
OBJECTIVES

The suggestions are one activity with several steps that should be completed in the order they're presented.

Selecting Fruits

The children will touch and talk about the foods they're going to use in a fruit salad.

Supplies: three or four different kinds of fruit

1. Invite the children to create a Friendly Fruit Salad, and explain that everyone must work together to make it.

2. Before purchasing the fruit, remember to ask family members if their child has any allergies to particular fruits.

3. Go to the supermarket, grocery store, or farmer's market with the children to select and buy the fruit, or buy the fruit yourself ahead of time. Explore the different kinds of fruit with the children by touching them. Talk with the children about how each piece of fruit feels, how the inside of the fruit may be different from the outside, and what colors each fruit has on it.

With Three-Year-Olds

Ask the children questions that will help them recognize the differences between the fruits. For example, "Which one feels rough on the outside and smooth on the inside?"

With Families

Send a note home to family members explaining that you and the children are exploring and tasting different types of fruits while making a Friendly Fruit Salad. Ask families to talk about the fruits they have at home with the children.

Reading and Doing

The children will think about how ingredients come together to make a recipe.

Supplies: a children's book that talks about cooking something or making a recipe (see the **Cooperation** goal booklist for suggestions), a colorful recipe book (optional)

continued on page 6

continued from page 5

1. Read one of the suggested books about making a recipe with the children. Discuss with the children how ingredients come together to make different kinds of foods. Ask the children to think about what ingredients came together to cook the recipe. For example, "What ingredients did the boy use to make the cake?" "How did the two bears work together to bake a cake?"

2. You can place a colorful recipe book in an area where children pretend they're cooking or where there are other children's books. Encourage the children to look through the book and talk about the different ingredients used for various recipes.

With Three-Year-Olds

As you're reading the book, guide the children to consider how the ingredients come together to make a recipe. For example, "The boy wants to make a cake— what did he put in the bowl? What did he do next?" Look through the book with the children, asking them to name the ingredients they see. Point out that when you mix them all together, they make a wonderful new food.

Making a Fruit Salad

The children will work together to make a fruit salad.

Supplies: see recipe that follows

1. Explain to the children that together they can create and help "write" their own recipe for the Friendly Fruit Salad. Place the ingredients and supplies listed below on a table.

A Friendly Fruit Salad

Ingredients:

3 or 4 fruits
about 1/4 cup orange juice or yogurt and honey mixture (1/4 cup yogurt, one or two teaspoons honey)

Supplies:

a salad or mixing bowl
a knife (out of the reach of the children and with a plastic cover)
one or two large mixing spoons
paper
marker

2. Write down on the paper all the names of the fruits.

3. Encourage the children to think of ways they can make the fruit salad together. For example, "How can we mix the fruit together?" "When should we mix in the orange juice?"

4. Write down the steps the children tell you, in their own words, and add any steps and/or cooking safety rules to complete your fruit salad recipe. Praise the children for cooperating and creating their own recipe together by mentioning what each child did to help make the fruit salad.

With Three-Year-Olds

Children can help you create a recipe chart, but they'll need you to give them ideas. Reading the suggested books will guide children on how ingredients are mixed together. Asking questions that offer choices will also help children think of the different steps. "What should we do first, wash the fruit or cut the fruit?" Some children will find that writing the recipe and actually making the fruit salad takes too long. You may decide to write your own recipe beforehand and then talk about it with the children.

Let's Eat!

The children will work together to serve the fruit salad.

Supplies: the Friendly Fruit Salad, small plastic bowls and spoons, napkins

1. Once you and the children have made your Friendly Fruit Salad together, encourage the children to work together to serve it. Some children can get the bowls and spoons, some can set the table, and others can serve. Afterward, everyone can help clean up.

2. While you're enjoying your fruit salad, talk with the children about how all of you had to work together (cooperate) to make your Friendly Fruit Salad. Also, ask them to talk about the different fruits they're eating. For example, "How does the inside of a mango look different from the outside?" "What color is the prickly pear inside?" "Which of the fruits in our fruit salad are crunchy?" "Soft?" Remember you may repeat this activity with other kinds of fruit.

With Three-Year-Olds

Do the activity as written above. This is a good way to encourage children to work together in an activity that doesn't involve play.

GOALS

OBJECTIVES

The three "Our Own Garden" suggestions are one activity with several steps that should be completed in the order they're presented.

Reading and Doing

The children will talk about how things turn out better when characters help one another or work together.

Supplies: a children's book that shows characters helping others or working together (see the **Cooperation** goal booklist for suggestions)

1. Read one of the suggested books about helping one another or working together. Discuss with the children the ways the characters help one another or work together. For example, "How did the men make a house together?" "How did everyone help the grouchy ladybug?"

2. Talk with the children about ways they help in your room or at home. "Kwang-Sook, what are some things you did so we could have our snack today?" "Mercedes, what are some things you like to do to help your family?" Give the children examples of things you do together with your family, such as going to the supermarket and putting away the food together, or reading a book together. Talk about how things can get done faster or easier when you cooperate.

With Three-Year-Olds

Children are still learning about different ways cooperation is important. It would be helpful if, as you're reading the book with the children, you talk about why the characters helped each other or worked together. Afterward, provide a simple experience where children can help or work together to get a job done, such as setting the table for a snack, making something with blocks or painting something together, or cleaning up a messy area.

Our Own Garden—Germinating The Seeds

The children will work together to germinate the seeds for their garden.

Supplies: a package of seeds that can grow in your room, wet paper towels, plastic bags

1. While working with children in groups of three or four at a time, explain to them that they're going to create their own plant garden. Emphasize that "we all need to work together to create and maintain the plant garden."

2. Discuss with the children how the seeds need to germinate first before they start growing (you may ask the seed or plant store owner to give you suggestions on what seeds will germinate quickly). With your help, have the children work together to wrap some seeds in a wet paper towel and put them in a plastic bag. Have the children place the plastic bag near a sunny window sill for about two or three days. Afterward, have the children carefully unwrap the *germinated* seeds and compare them to the seeds in the package.

With Three-Year-Olds

Carefully watch children as they're looking at the seeds—it's sometimes tempting for children to taste the seeds.

Our Own Garden—Planting The Seeds

The children will work together to plant their seeds.

Supplies: the germinated seeds, soil, clear plastic cups, plastic spoons

1. Working with small groups of no more than three or four children at a time, encourage the children to plant their germinated seeds. Have available some soil, some clear plastic cups (so they can see the root system growing), and some plastic spoons. Explore with the children how to plant the seeds. "What are the things we have on the table?" "What do we need to do first to plant the seeds?"

2. Encourage the children to cooperate with one another by having them take turns spooning the soil into the cups and gently placing the seeds in the middle and around the edge of the cup. Show the children how they can lightly cover the seeds with some soil.

3. Have all the children place their cups near a sunny window sill. Discuss with the children how they planted the seeds and what they have to do to take care of their plants. Arrange time where children can take turns watering their plants and looking at what is happening. Talk about how everyone has to cooperate by working together to take care of the plants.

continued on page 10

continued from page 9

With Three-Year-Olds

Allow each child in the group to spoon the dirt and plant the seeds. Encourage the children to work together by having one child hold the cup while the another scoops some dirt.

Our Own Garden—Watching Them Grow

The children will talk about and record how their seeds grow.

Supplies: the cups with planted seeds, large piece of paper, marker, drawing paper, crayons, ruler, magnifying glass (optional)

1. Place all the supplies next to where the plants are growing. As the children take turns watering the plants, discuss with them changes they see: how much the plants have grown (just make a mark on the ruler so you can show them how the plants have gotten *taller*, rather than use the word inches); how the soil changes when you water it; and how the plants turn toward the sun. They can also explore with the magnifying glass other changes they see (encourage them to look all around—on the *top, bottom, sides*).

2. Write down the changes children talk to you about, in their own words, on the large piece of paper. If the children wish, they can even draw pictures about their plants and the changes they see happening. Talk with the children about how they need to work together to keep the plants alive. When the plants have grown, you and your children can plant them in an outside garden or donate them to a local nursing home or hospital.

With Three-Year-Olds

Help the children to notice and explore changes in their plants by asking guiding questions. "Antonio, do you think we need to water the plant? How does the soil feel?" "Hema, do you see anything growing from the top of the plant?"

With Families

Send a note home to family members describing how you and the children are growing a garden. Suggest that they and their children take a walk around the neighborhood to see what kinds of plants are growing.

It's important for children to explore different kinds of families and homes. It helps them understand differences and similarities, as well as appreciate how special it is to be part of a family. A child often believes that his or her kind of family or home is the only kind that exists. By learning about others, children gain a better understanding of the world around them.

Encourage children to explore different kinds of families.

Ask children to talk about their families, bring in family pictures, or invite family members to come and talk about their family. Introduce children to different types of families that exist throughout the world. Include families where there are one or two parents, families where other family members are the main guardians, families with one child or several children, families where there are several family members or families living together, families with adopted or foster care children, families who have disabled children, etc.

Help children recognize different family members.

Explore with children the various kinds of family members that exist in their families. Include family members such as mother, father, guardian, grandparent, brother, sister, uncle, aunt, cousin, nephew, niece, and even friends who are just like family.

Encourage children or family members to share special names they have for one another, such as "titi" for an aunt (Spanish), "bu" for a child (Caribbean), "Por-Por" for grandmother (Chinese).

Encourage children to explore how family members do many things for one another.

Discuss with the children ways family members help them, such as bringing them to school, washing their clothes, reading a story, making lunch, going to the doctor. Also encourage children to think about ways they may help family

continued on next page

continued from previous page

members, such as by cleaning their room, picking up their toys, helping their grandfather find his glasses, etc.

Talk with children about how family members help each other in good and bad times. This is especially important for young children to understand, as family members often experience times of success as well as times of hardship. Talk with the children about the special times they or family members have helped each other in different situations. Include times when families moved or someone became sick or when they went on vacation.

Help children recognize different roles family members can play.

Encourage children to see how family members play a variety of roles by watching the *Sesame Street* show, reading books, and looking at pictures. Select children's books with "mothers" going off to work and "grandfathers" staying home and taking care of the babies.

Encourage children to recognize different types of homes and neighborhoods.

Children can take neighborhood walks, and look at pictures of homes from other places and countries. They can explore the various materials used to make homes.

Help children understand that not everyone has a home or a steady place to live.

Talk with the children about how people may lose their homes or have to move because of a new job or to be closer to another family member.

These books are about some of the many different kinds of families and homes.

[illegible]

A Birthday Basket for Tia by Pat Mora. Illustrated by Cecily Lang (Macmillan, 1988). A young Latina girl puts together a birthday basket for her aunt by including everyday things that mean a lot to the two of them.
Ages: 3-5

Abuela by Arthur Dorros (Dutton, 1991). A young Latina girl and her abuela (grandmother) spend the day together and imagine that they fly with each other over the city and look at the interesting sights.
Ages: 4-5

Abuelita's Paradise by Carmen Santiago Nodar. Illustrated by Dianne Patterson (Albert Whitman & Company, 1992) [Available in Spanish as *El Paraiso de Abuelita*, translated by Teresa Mlawer]. A young Latina girl sits in her grandmother's chair and remembers the stories her grandmother, her abuelita, used to tell her about life in Puerto Rico.
Ages: 4-5

Baby-O by Nancy White Carlston. Pictures by Sucie Stevenson (Little, Brown, 1992). This colorful book, written in poem form, shows how the people in a West Indian family all work together to collect things to bring to the local market.
Ages: 3-5

Bread Bread Bread by Ann Morris. Photographs by Ken Heyman (Lothrop, Lee & Shepard, 1989). This book shows the different types of bread eaten by people all around the world.
Ages: 3-5

Building a House by Byron Barton (Greenwillow, 1981). This is an easy book with colorful illustrations that show how a house gets built, from start to finish.
Ages: 3-5

Circus Girl by Michael Garland (Dutton, 1993). Alice, a Caucasian, is a circus girl. Her entire family lives and performs in the same circus.
Ages: 3-5

Coco Can't Wait by Taro Gomi (Morrow, 1984). This is a funny book about how Coco and Grandma, who are Asian American, go to see each other but keep missing each other. Finally, they get together.
Ages: 3-5

Do Like Kyla by Angela Johnson. Illustrated by James E. Ransome (Orchard, 1990). A warm, loving relationship between African-American sisters is shown as a young girl tells about all the things she does during the day just like her older sister Kyla.
Ages: 3-5

continued on next page

continued from previous page

Father and Son by Denizé Lauture (Philomel, 1992). This simple book shows the different things a father and son do. The book is set among the Gullah (descendants of African-Americans) in South Carolina.
Ages: 3-5

Families Are Different by Nina Pellegrini (Holliday House, 1991). Nico and her sister, who are Korean, don't look like their parents, who are Caucasian. Nico learns that there are many different kinds of families, and that none of her friends' families are exactly the same.
Age: 5

Grandma and Grandpa by Helen Oxenbury (Dial, 1984). In this book, we see the good times a young Caucasian girl has at her grandparent's house on the weekend.
Ages: 3-5

A House Is a House for Me by Mary Ann Hoberman. Illustrated by Betty Fraser (Viking, 1978). This book shows the homes of many different animals.
Ages: 3-5

Houses and Homes by Ann Morris. Photographs by Ken Heyman (Morrow, 1992). Excellent photographs show many types of homes in places around the world.
Ages: 3-5

Jamaica Tag-Along by Juanita Havill. Illustrated by Anne Sibley O'Brien (Houghton Mifflin, 1989). Jamaica, an African-American child, wants to play with her older brother, but he feels she's a tag-along. So Jamaica finds happiness playing with a younger child.
Ages: 4-5

Jonathan and his Mommy by Irene Smalls-Hector. Illustrated by Michael Hayes (Little, Brown, 1992). A young African-American boy walks through the city streets with his mother. The two make up many different ways of walking as they explore their neighborhood together.
Ages: 3-5

Just Like Me by Jan Ormerod (Lothrop, Lee & Shepard, 1986). A big sister finds many ways her baby brother is not like her. Then she decides they're really alike after all. Both children are Caucasian.
Ages: 3-5

Just Us Women by Jeanette Caines. Illustrated by Pat Cummings (Harper, 1982). An African-American girl and her favorite aunt plan a trip together.
Ages: 4-5

The Leaving Morning by Angela Johnson. Illustrated by David Soman (Orchard Books, 1992). Two young African-American children tell about the morning they moved out of their apartment.
Ages: 3-5

Loving by Ann Morris. Pictures by Ken Heyman (Lothrop, Lee & Shepard, 1990). This picture book shows families from all over the world— loving, caring for, teaching, and playing with each other.
Ages: 3-5

Mamma Zooms by Jane Cowen-Fletcher (Scholastic, 1993). A Caucasian boy and his mother use their imaginations to pretend that the mother's wheelchair is a "zooming machine" in which they zoom all over the world together.
Ages: 3-5

Masai and I by Virginia Knoll. Illustrated by Nancy Carpenter (Four Winds, 1992). A young African-American girl takes pride in

her heritage and pictures how her life in America would be similar to and different from a child her age living among the Masai in Africa today.
Ages: 4-5

My Little Island by Frane Lessac (J.B. Lippincott, 1985). A boy takes his best friend, a Caucasian girl, to visit the Caribbean island he's from. They meet his family, and explore the beautiful island together.
Ages: 4-5

Noisy Nora by Rosemary Wells (Dial, 1973). Nora, a Caucasian girl, feels ignored by her family and gets attention by being quiet, for a change.
Ages: 3-5

On Mother's Lap by Ann Herbert Scott. Illustrated by Glo Coalson (Clarion, 1992). This is a predictable language book about an Eskimo mother rocking her children, and the children's favorite toys and animals, on her lap.
Ages: 3-5

One Smiling Grandma by Anne Marie Linden and Lynne Russel (Dial Books for Young Readers, 1992). This counting book, with colorful illustrations, depicts the different things a Caribbean girl sees in the world around her.
Ages: 3-5

Peter's Chair by Ezra Jack Keats (Harper, 1967). A baby sister gets all of Peter's old furniture because he's now too big to use these things. Peter and his sister are African-Americans.
Ages: 3-5

A Place for Ben by Jeanne Titherington (Greenwillow, 1987). When Ben's baby brother moves into his bedroom, Ben finds a place of his own. Ben and his brother are Caucasian.
Ages: 3-5

Shoes from Grandpa by Mem Fox. Illustrated by Patricia Mullins (Orchard, 1989). This predictable rhyming book is about the clothes everyone intends to give to young Jessie, a Caucasian girl, to go along with the shoes she got from grandpa.
Ages: 3-5

Tell Me a Story, Mama by Angela Johnson. Illustrated by David Soman (Franklin Watts, 1989). A Caucasian mother remembers stories from her childhood and relates them to her daughter.
Ages: 4-5

That Bothered Kate by Sally Noll (Morrow, 1991). At first Kate is bothered because her younger sister wants to do everything she does. Then Kate is bothered because her sister begins to have her own friends and interests. Finally, Kate realizes that her sister still needs her, even if she is growing up.
Ages: 4-5

We Keep a Store by Anne Shelby. Paintings by John Ward (Orchard Books, 1990). An African-American girl talks about the store her family runs, and all of the good things about keeping a store.
Ages: 4-5

When Grandma Came by Jill Paton Walsh and Sophie Williams (Viking, 1992). Madeline's grandma, a Caucasian woman, tells her how much she loves her by comparing her to all of the wonderful things she sees,

continued on next page

continued from previous page

none of which are as wonderful as Madeline.
Ages: 3-5

When I Am Old with You by Angela Johnson. Illustrated by David Soman (Orchard, 1990). A young African-American boy imagines being old with his grandfather and doing activities together.
Ages: 3-5

Whose Mouse Are You? by Robert Kraus. Illustrated by Jose Aruego (Macmillan, 1970). Baby mouse's family is in trouble and he helps get them back together.
Ages: 3-5

With My Brother/Con Mi Hermano by Eileen Roe. Illustrated by Robert Casilla (Bradbury, 1991). This book, in both English and Spanish, is about the things two Latino brothers do together.
Ages: 3-5

You're My Nikki by Phyllis Rose Eisenberg. Illustrated by Jill Kastner (Dial, 1992). Nikki's mother is about to start a new job, and Nikki is worried that her mother will forget who she is. In the end, Nikki realizes that she's her mother's Nikki.
Ages: 4-5

Special Things I Do With My Family

GOALS [illegible]
Differences [illegible]

OBJECTIVES Children will
- explore, discuss, and [illegible] things they do with their [illegible]

Collecting Photos

The children will bring photographs from home, or draw pictures of things they like to do with their families.

Supplies: pictures of children and their families doing things together

Discuss with the children how everyone is going to help to create a "Things I Do With My Family" tree that will have pictures of the things the children like to do with their families.

With Three-Year-Olds

Children will have a more difficult time remembering what they did in a picture if it was taken when they were much younger. Provide family members with simple questions they can ask their child. "Gorge, who is in the picture?" " Michael, what are you doing in the picture?" "Verna, what place did you go to in the picture?"

With Families

Send a note home requesting that a family member help their child find a photograph of something they like to do together, such as visiting a relative, having a birthday party, going to the beach or on a special vacation, or going to the park. Explain that the picture will be used to create a "Things I Do With My Family" tree, and that it won't be damaged. Remind family members to place the picture in an envelope or in a place where the child can easily carry it, without bending it. If they don't have a photograph, ask them to help the child draw or cut out a picture from a magazine of an activity they like to do. Ask the family member to talk with their child about the picture they've selected together. Provide some questions family members can ask their child, such as "Who's in the picture?" "Where was the picture taken?" "What are we doing in the picture?"

continued on page 18

continued from page 17

Making a "Things I Do With My Family" Tree

The children will use the photographs from "Collecting Photos" to make a "Things I Do With My Family" tree.

Supplies: large piece of paper, marker, adhesive tape or masking tape, pictures from home.

1. Draw an outline of a large tree with many branches extending in different directions. If you wish, you can ask the children to help you paint the outline of the tree.

2. In small groups of no more than three children at a time, ask the children to talk about the pictures they brought from home (see "Collecting Photos"). You may help them by asking questions similar to those you suggested to family members. Encourage the children to talk about the photos, as well as about other special activities they like to do with their families. "Verna, you told us about going to visit your grandmother in the picture. What other things do you do with your grandmother when you visit her?" You may even show the children a picture of you and your family doing something special together. Children are always very curious about what adults do when they're not with them.

3. Once the children have shared something about their pictures, present the children with the picture of the tree. Let the children place their pictures on the "Things I Do With My Family" tree using a piece of adhesive tape or masking tape. Place the tree at the children's eye level so they can look at it and share the special things they do with their families.

©1993 Jim Henson Productions, Inc.

With Three-Year-Olds

Children won't have difficulty placing their pictures on the "Things I Do With My Family" tree. Try to have children talk about their pictures as soon as they bring them from home so they remember as much as possible about the picture. Ask similar questions to the ones you suggested to family members.

Reading and Doing

The children will talk about different types of families.

Supplies: several children's books that show and/or talk about different types of families (see the **Family and Home** goal booklist for suggestions)

1. Select several of the suggested books that show and/or talk about different types of families. You don't have to read all the books at one time. It's just as important for children to see the pictures in books that show different kinds of families.

2. As you read some of the suggested books, talk with the children about the different kinds of families each book shows. Help the children think about families that have only one parent or where children live with their grandparents (see "Tips" for other suggestions). The children can also talk about how different families live, things they do together, different places they live, and differences that make people special.

With Three-Year-Olds

It's important for children to realize that their family is not the only kind of family that exists. Children's books are an excellent way for them to discover different kinds of families.

Dress-Up

The children will work together to dress-up and take a pretend trip.

Supplies: large shopping bags or cloth laundry bags (or make your own by sewing two large pieces of fabric together, leaving an opening at the top), boxes of toothpaste, empty shampoo bottles, towels, or any other materials children could use to imagine taking a trip. You can also encourage family members to contribute any of these items.

Encourage children to use the supplies listed above to take imaginary trips around the room. The pretend trip can be to some place far away, to an imaginary friend, or to a place you visited during one of your neighborhood walks. Help children by suggesting trips they can go on, and how they'll get ready for it. "Pasquale, what special trip do you want to take with your toy bear?" "Aaron, what should we pack on our trip to your uncle's house?"

continued on page 20

continued from page 19

With Three-Year-Olds

Place the materials in an area where the children can see and talk about them. Suggest trips they can take. For example, "Who should we visit, your aunt or your father?" "What are we going to do at your mother's house?"

Visiting

The children will invite their family members to join them in activities.

1. Create opportunities for family members to come and join in activities with the children. Send a note home asking family members when they would like to visit. Remember, it doesn't have to be just parents, it could be grandparents, uncles, aunts, older brothers and sisters, or cousins.

2. Tell family members that they're welcome to join in any part of the day's activities. Also, invite them to do specific activities. An older family member might want to go on a neighborhood walk and talk about how the neighborhood has changed. Or ask family members from other countries to bring in music from their native country so that the children can listen to it.

With Three-Year-Olds

It's very exciting for children to have a family member visit them in their room. Watching one of their family members participate can also help build children's self-confidence.

All Kinds of Homes

GOALS

OBJECTIVES

[illegible] types of [illegible]

Reading and Doing

The children will talk about similarities and differences between homes.

Supplies: several children's books that talk about and/or show different types of homes (see **Family and Home** goal booklist for suggestions)

Invite two or three children to join you in "reading" a book that talks about or shows different kinds of homes. Talk with the children about how homes have similarities and differences. For example, all homes have an entrance and they protect people from bad weather. Some homes are made of wood, while others are made of tin or stone or brick. Some homes have awnings, others have porches or stoops. You do not have to talk about all similarities and differences at one time, just a few at a time are enough.

With Three-Year-Olds

Exploring books by just looking at the pictures is a very exciting way for children to feel they're "reading." It can be helpful to focus on just one idea at a time, such as looking for all kinds of different entrances, or all the homes that are made of wood.

Neighborhood Walk

The children will talk about the different homes they see on a neighborhood walk, or in magazines and newspapers.

Supplies: magazines or newspapers (optional)

1. Invite children to go on a neighborhood walk with you. Announce to the children that you're taking a walk to look for and talk about all the different kinds of homes you can find in the neighborhood. If the homes in the neighborhood are too far away for children to walk to, take a "picture walk" by looking through magazines and/or newspapers and asking the children to find different kinds of homes.

2. As the children find different types of homes, ask them questions about what they see—and even about things they can't see. "Hiroshi, what do you think this home is made of?" "Tyesha,

continued on page 22

BEST COPY AVAILABLE

continued from page 21

does this home have an awning or a porch?" "Jairo, how many people do you think could live in this home?" Remember that there are no wrong answers!

With Three-Year-Olds

Keep your neighborhood walks short—children tire easily. Help the children by asking simple questions that give them a choice of answers, such as: "Look at the big home across the street. Is that home made of wood or brick?"

With Families

While family members drop-off or pick-up their children, tell them how you and the children are finding and talking about different kinds of homes. Suggest that they do the same with their children while they're shopping, walking, or visiting people.

©1993 Jim Henson Productions, Inc.

Making a Clay Home

The children will make clay homes.

Supplies: see recipe below

1. Invite a small group of children to make clay homes with you. You can use store-bought clay or help children make their own, using the recipe below. (This clay can be stored in a plastic bag in the refrigerator for up to two weeks.) If you decide to have the children help you make clay, write the recipe on a large piece of paper, and read it as the children help you measure, pour, and mix.

Soft Clay

(makes enough for about four children)

$1\frac{1}{2}$ cups salt
4 cups flour
1 teaspoon alum (available in pharmacies or supermarkets)
$\frac{1}{2}$ cup vegetable oil
1 cup water
food coloring (optional)
large mixing bowl
mixing spoon

Mix the salt, flour, and alum together. Then add the oil, and mix. Add the water, and mix until the clay turns into a ball on the spoon. Add more water if the clay is too dry. To add color, mix in 3 or 4 drops of food coloring.

2. Encourage children to first experiment with the clay by touching it and describing what it feels like— for example, *sticky, gooey,* or *mushy.*

3. Before the children start to make their own clay homes, encourage them to remember the different kinds of homes they saw in the books you read together and on their neighborhood walk. Allow the children to make any type of home they want.

4. As the children work on their homes, ask them questions. For example, "Hiroshi, what kind of home did you make?" "Jairo, how many people can live in your home?" "Tyesha, who lives in your home and what are they doing?" Help children realize the similarities and differences between the homes they've created. You can write down what each child tells you, in her or his own words.

3. Display all the clay homes in an area where children can easily look at them and where family members can see them during drop-off and pick-up times.

With Three-Year-Olds

Children will especially enjoy mixing and squeezing the clay. Allow plenty of time for them to experiment with the clay; they don't have to make something right away. Give them ideas on how to mold the clay by showing them how to roll it into long pieces, make round balls, and put pieces of clay on top of each other.

Special Homes

The children will create their own carton homes.

Supplies: shoe or gift box bottoms or milk cartons (cut length-wise), scissors, crayons or paints, and any of the following— pieces of materials, wallpaper, gift wrap, tissue paper, newspapers or magazines

1. Invite the children to join you in making carton homes. Collect shoe or gift box bottoms or milk cartons and other materials such as crayons, paints, pieces of materials, wallpaper, gift wrap, tissue paper or newspapers.

2. Encourage the children to explore the materials, and to share their ideas on how to make the cartons or boxes into homes. The shoe or gift box bottoms or the milk carton halves can be used as the walls of a home. Ask the children questions to guide them along. For example, "What rooms

continued on page 24

continued from page 23

should the house have?" "Where should the windows be?" "What pictures can we find in the magazines or newspapers to put in the home?" The homes can be as simple or as elaborate as the children want.

3. Leave the carton homes out for the children to use as they play.

With Three-Year-Olds

Children will need your help to make their homes. Try working with only two children at a time. Ask them questions that offer choices, such as "What rooms should be in the house, a kitchen or a bedroom?"

[illegible] New Friends

Young children make new friends in all kinds of different ways. However, they generally like to do it in their own way and not when adults want them to. Just like adults, children make friends during everyday situations.

For very young children, generally below the age of two, making friends can just mean handing over a toy or a piece of food, playing alongside each other, or even just touching each other. As children get older, about three to four years of age, they become more and more interested in other children. They want their attention and approval, so they're more likely to cooperate and share. The idea of a friend and even "a best friend" becomes very important. This may mean that children will be more likely to compete against one another in various activities throughout the day. By the age of five, children can easily make friends but are more likely to make friends of the same sex.

Also, children are easily influenced by the behavior seen in adults, so it's very important that adults set a good example for the children of how to act toward other people.

Tips

Encourage children to help one another feel welcomed.

Before a new child enters your program, talk with the other children about him or her. Tell them the new child's name, age, and if the child speaks another language or has any disabilities. Encourage the children to make the new child feel welcomed, by showing her or him around the room and explaining the daily routine.

Let the children see you and others being polite and friendly.

Adults and other children are the best models for showing positive social behavior. Make sure all the adults in your room greet the children and their families cheerfully. Always address each other as well as the children with respect and kindness. Use the characters on the *Sesame Street* show or in books to show children

continued on next page

continued from previous page

how everyone can make friends. Also, use these same strategies to show children that they must be cautious in making adult friends. Warn children never to go off alone with adults even though they might seem friendly.

Encourage children to play together and include others in their play.

If a child is standing watching others play together, ask if she or he would like to join the others. If she or he says yes, offer some suggestions on how to join the group or ask another child to invite her or him to play. However, never force any child to participate in an activity with other children if she or he doesn't want to. Remember, making friends comes naturally and only when a child feels comfortable in doing so.

Help the children find alternatives for hitting, fighting, or other aggressive behaviors.

Sometimes children will use aggressive behaviors to get their point across. When you see this, immediately provide children with alternatives by demonstrating ways they can express their feelings or by suggesting another way to settle the argument, such as sharing the toy, finding another item to play with, or talking it out.

Encourage children to make different kinds of friends.

Explore with the children different opportunities to make friends. While taking a community field trip, encourage children to talk with the store owners. Visit other child care programs in the neighborhood. Encourage children to also make friends with the elderly (such as in nursing homes or by inviting elderly family members into the room) and with people who are disabled (such as in special needs centers or inviting children and/or adults with disabilities into your room).

These books are about the pleasures and challenges of making new friends.

[illegible]

Anna's Secret Friend by Yoriko Tsutsui. Illustrated by Akiko Hayashi (Puffin, 1986). After Anna, an Asian girl, moves to a new town, someone begins leaving violets, dandelions, and a note for her. She wonders who the presents are from. Finally, she discovers they're from another girl in the neighborhood who wants to be her friend.
Ages: 3-5

Chester's Way by Kevin Henkes (Greenwillow, 1988). Wilson and Chester, two Caucasian boys, were best friends, and they did everything alike and together. Then Lilly moved into the neighborhood, and she was different. In the end, Chester and Wilson and Lilly all become friends.
Ages: 4-5

Corduroy by Don Freeman (Viking, 1964). A stuffed bear who is missing a button finds a friend in a young girl who wants to take him home.
Ages: 3-5

Everett Anderson's Friend by Lucille Clifton. Illustrated by Ann Grifalconi (Holt, 1976). One day when Everett Anderson, a young African-American boy, forgets the key to his apartment, he ends up making friends with the Mexican-American girl who has just moved into the apartment next door.
Ages: 4-5

Friends In the Park by Rochelle Bunnett. Photographs by Carl Sahlhoff (Checkerboard Press, 1992). This book shows children with and without disabilities playing together in the park. The children have different abilities, and they're all good friends.
Ages: 3-5

How I Found a Friend by Irina Hale (Viking, 1992). In this simple story, two boys meet and become friends with a little help from their stuffed animal bears.
Ages: 3-4

Jessica by Kevin Henkes (Greenwillow, 1989). Ruthie, a Caucasian girl, had an imaginary best friend named Jessica. When Ruthie gets old enough and goes to kindergarten, she makes a real friend whose name is Jessica, too.
Ages: 4-5

Jamaica Tag-Along by Juanita Havill. Illustrated by Anne Sibley O'Brien (Houghton Mifflin, 1989). Jamaica, an African-American child, wants to play with her older brother but he feels she's a tag-along. So Jamaica finds happiness by making friends with a younger child and playing with him.
Ages: 4-5

Little Beaver and the Echo by Amy MacDonald. Illustrated by Sarah Fox-Davies (Putnam, 1990). Little Beaver calls out across

continued on next page

continued from previous page

the pond and hears a voice answer. He and other animals set out across the pond to find out about the voice, because they think they'll be able to make a new friend. When they get there, they don't find anyone, but they decide they didn't need to—they have made friends with each other.

Ages: 3-5

Nathan and Nicholas Alexander by Lulu Delacre (Scholastic, 1986). Nicholas Alexander is a mouse with many talents who sets up house in the toy chest of Nathan the elephant. At first, Nathan doesn't like the mouse, but soon the two become friends.

Ages: 3-5

Someone Like You by Dawn M. Frim, illustrated by Leslie Alfred (Curriculum Associates, 1989). This big book tells the story of Vanessa, a five-year-old Caucasian girl. Vanessa is disabled and can do everything other children her age can.

Ages: 3-5

We Are Best Friends by Aliki (Morrow, 1982). Peter and Robert are best friends, but Peter moves away. Robert is very sad not to have a best friend any more. Finally, he becomes best friends with Will, a boy who just moved to his neighborhood.

Ages: 3-5

We Can Do It! by Laura Dwight (Checkerboard press, 1992). This book shows five children with disabilities and all of the great things they can do.

Ages: 3-5

Will I Have a Friend? by Miriam Cohen. Illustrated by Lillian Hoban (Macmillan, 1967). Jim worries about finding a friend on his first day of school, but he and a boy named Paul become friends.

Ages: 4-5

We Can All Be Friends!

GOALS Making New Friends,
Appreciating Differences

OBJECTIVES Children will:
- make friends with people who are disabled

What's Your Sign

The children will learn to communicate with each other using some sign language.

Supplies: picture of Linda from "Meet the *Sesame Street* Characters" (**Introduction**), illustrations of signs (**Resources**), invitation for a deaf person to come and visit the room (optional)

1. Introduce the children to Linda from the *Sesame Street* show by using her picture from "Meet the *Sesame Street* Characters." Ask the children if they remember seeing her on the show and/or if they have ever seen a deaf person. Inform the children that Linda is deaf, which means she cannot hear. Discuss with the children that some people who are deaf communicate by learning to "talk" with their hands in a special way. That language is called sign language.

2. Ask children a very simple "yes" or "no" question, such as "Do you like to play?" or "Are you a boy?" Some children will probably respond by actually saying "yes" or "no" while others will just nod. Discuss with the children how they often "talk" without words, such as when they wave hello, point, or nod.

3. Introduce the children to some simple signs (see the illustrations in **Resources**). One of the first signs you can teach the children is how to say "hello." Show how to sign "hello" while making sure to say the word "hello" as you're signing. Move fingers for individual children if they need help. Children can practice greeting each other with the "hello" sign while you're taking attendance or while children are being dropped off by their families. Take opportunities during the day to introduce children to other signs that can help them make new friends, such as the signs for "Do you want to play?" or "What's your name?" You can also show them how to sign "I love you."

4. If possible, invite someone who is deaf to visit you and the children. Your local Association for the Deaf and Hearing Impaired, Easter Seal Society, or rehabilitation hospital may be able

continued on page 30

continued from page 29

to help you make these arrangements.

With Three Year-Olds

It would be very helpful for children to "talk" with a deaf person or watch Linda on the *Sesame Street* show to get a better understanding. Children can usually learn the "hello" and the "I love you" signs, because they only require one hand movement. Encourage children to use the "hello" sign while greeting each other or the "I love you" sign when a family member picks them up.

Meeting New People

The children will have opportunities to meet and talk about people with disabilities.

Supplies: invitation to a person(s) with disabilities (contact your local Easter Seal Society, March of Dimes, United Cerebral Palsy Association, nursing home, rehabilitation hospital or special needs center) or literature (pictures) obtained by contacting these organizations

1. Introduce children to other people with disabilities. Many times children may feel fearful of children and/or adults who are in wheelchairs, are blind, or look very different from them. When children have actual experiences making friends and talking with disabled children and/or adults, they're reassured that there's nothing to fear.

2. When a disabled person visits your child care program, children will be very curious and may have many questions. They generally won't be shy about asking them—and that's OK. Children may be interested in how people with disabilities dress themselves, work, move around, go to the bathroom, talk with each other, and even what foods they eat. They may also ask direct questions or make comments, such as "Why does that girl use a wheelchair?" or "How come his eyes look funny?" Always provide children with an explanation that will describe the person's disability. "The girl is using a wheelchair because her legs are not strong enough to walk. A wheelchair makes it easier for her to get around." "The man's eyes look different because he's blind and he can't see with his eyes like you can. He

©1993 Jim Henson Productions, Inc.

uses his cane to help him move around. The cane helps him cross streets safely and go places."

3. If it's not possible to invite someone, ask these organizations to send you literature appropriate for young children that shows pictures of people with different disabilities in everyday situations. Talk with the children about how people with disabilities may move differently or need special help or equipment, yet are the same in many ways as they are.

With Three-Year-Olds

Children will require very simple explanations of the different types of disabilities. Encourage your visitor to talk with the children very simply about his or her disability. Children may want to touch the wheelchair, cane, or other equipment they may see. Encourage them to ask permission from the person first.

Living Together

The children will explore how their neighborhood is changing to meet the needs of people with disabilities.

1. Take a neighborhood walk or a community field trip to an area where children can explore how their community is changing to meet the needs of people with disabilities.

2. Explore with the children how the sidewalks of streets are slopped so that people using wheelchairs or walkers can move along easily, how elevators have floor numbers in braille, how buildings have ramps and special bathrooms made for the disabled, how there are special public telephones for the deaf or hearing impaired, how telephone booths are made shorter so that people in wheelchairs can reach them, how there are parking spaces for the disabled, and how there are doors that open or revolve automatically.

With Three-Year-Olds

Children will need to explore the changes that have been made to meet the needs of the disabled in order to understand them. They'll probably want to walk up and down the slopping sidewalk or touch the braille numbers in the elevator. Remember that children learn best by using all of their five senses to investigate things around them.

With Families

Send a note home suggesting that family members explore with their children how places they visit have changed to meet the needs of the disabled. Write down some of the changes.

continued on page 32

continued from page 31

Reading and Doing

The children will talk about how children with and without disabilities like to do the same kinds of things.

Supplies: a children's book that talks about and shows how children with and without disabilities are interested in doing many of the same things (see the **Making New Friends** goal booklist for suggestions)

1. Read one of the suggested books about children with and without disabilities. Talk about the different kinds of equipment that children with disabilities use. Introduce some of the vocabulary that will help children understand what they see. For example, wheelchair, braces, blind, mentally retarded, deaf, and so on. As you're reading the book, ask the children if they like to do some of the same things, such as riding a bike, going to school, getting dressed, or playing games.

With Three-Year-Olds

Reading books about children with disabilities is an excellent way to introduce three-year-olds to how children with and without disabilities still do the same kinds of things. It will also help them to find words that will let them ask questions they have.

Make a Friend

GOALS Making New Friends, [illegible]

OBJECTIVES Children will:
- appreciate old friends and make new ones

Reading and Doing

The children will talk about different ways characters make friends and sing a Big Bird greeting song.

Supplies: a children's book that talks about and shows ways characters make new friends (see the **Making New Friends** goal booklist for suggestions), A Big Bird puppet or a picture of Big Bird from the "Meet the Sesame Street Muppets" poster, words to the Big Bird greeting song (written below)

1. Read one of the suggested books about making new friends with the children. Talk about the things the characters did to become new friends. Ask the children to think about the different places they made new friends, such as in your room, at the park, while visiting someone.

2. Show the children how Big Bird makes new friends by singing a greeting song. Using the Big Bird puppet or a picture of Big Bird, introduce the children to the song: "Being friendly is easy as pie. All you have to do is say hi! Hi!, what's your name?" The children can sing the song together and introduce each other. The children can also use the song to greet new children coming to your room.

With Three-Year-Olds

Reading books about making new friends is helpful for children to get ideas, especially as they're just beginning to understand sharing and cooperation. You can introduce the Big Bird greeting song at a later time so that children won't be too tired to remember it.

With Families

Send the words of the greeting song home to family members and ask them to sing it along with their child.

continued on page 34

©1993 Jim Henson Productions, Inc.

continued from page 33

Friendship Chart

The children will make a Friendship Chart by describing things they did during the week with a friend.

Supplies: a large piece of paper, markers

1. Hang a large piece of paper in an area where children can easily see it. Discuss with the children that this piece of paper is going to be a Friendship Chart. It will announce special things they do with friends during the day. Give the children some examples, such as "Tell me about things you made together." "Let me know when you asked someone to help you."

2. Encourage children to ask you to write down things they're doing with friends, or they can "write" something on the paper. Remember to always write down what the children tell you in their own words. This is a fun way for children to appreciate each other and realize how many things they do together. Leave the chart so the children can "read" it and add to it when they wish. You and the children can read it to discover all the things they did together with friends.

With Three-Year-Olds

Before you start your Friendship Chart, help children realize the times they're sharing something with a friend. Talk with children about the times they decide to do things together. If you see two or more children playing or planning something together, ask them if they want you to write something on the chart.

Meet Our Families

The children will plan a day to Meet Our Families.

Supplies: paper, crayons and other art supplies to make invitations

1. Encourage the children to plan a visiting day for family members. You may invite several of the children's families or just one family at a time. Remember that the visit can be all day or just a few minutes, and children can invite different family members who are available during the day.

2. The children can make simple invitations by drawing a picture while you help them "write" the time and place. Try to help children write invitations in the language that family members speak (you may call a family member, staff member, or friend to help you translate the invitation).

3. Encourage children to plan the day and ways they can make family members feel welcomed. For example, "What are some ways we can make everyone feel welcome?" "What do we want to show our families?" This is a wonderful opportunity for children to take the role of making others feel welcomed.

4. Encourage children to introduce their family members to other children. Remind the children to show their work to their family. This can help build children's self-esteem.

5. You may also adjust this activity to introduce all kinds of new people to your children such as "A Day to Meet People from Our Neighborhood," "A Day to Meet People from the Nursing Home," or "A Day to Meet Other Children from the School." Whatever the occasion, always allow children to help you plan the event.

With Three-Year-Olds

Inviting family members is a wonderful way for children to feel special. They'll need plenty of help to make the invitations as well as plan the day. You may just ask them to draw the outside of the invitation while you write the time and place inside. You may also suggest ways children can welcome their families. "Let's say 'Hi' when someone comes in." "When a new person comes in, let's ask him or her to sit down."

Meet New People

The children will act out inviting new friends to join them as they play around the room.

1. While children are involved in dressing-up and acting out different situations, guide them to consider inviting a new friend. For example, if the children are acting out making dinner, get involved in their role-playing and act out that you're a friend coming to join them for dinner. "Hi, I'm (say your name). Can I eat with you?" Or if the children are role-playing taking a trip on a plane, make believe you're another passenger and introduce yourself.

2. Get involved in the children's role-playing without changing what they're doing. Just give them an idea on how

continued on page 36

©1993 Jim Henson Productions, Inc.

continued from page 35

to make a new friend feel welcomed.

With Three-Year-Olds

Children's dramatic play is usually simple. If the children are taking care of a baby, ask if you could be introduced to their "child." These are wonderful opportunities to get them to use their own words to make people feel welcomed. If the children are playing making dinner, ask if you can be invited to eat with them.

I Like You Chart

The children will make an I Like You Chart about their friends.

Supplies: large piece of paper, markers

1. Invite a small group of children to make an I Like You Chart. Using a large piece of paper, write "I like (child's name) because ____________." For each child in your group, write something special such as "I like Katrina because she smiles all the time" or "I like Athol because he paints beautiful pictures."

2. After you've written something about each child and read it to the children, encourage them to add something special about each other. This will be a fun way for children to appreciate each other. Leave the I Like You Chart in an area where children can see it and you can help them "read" what they wrote.

With Three-Year-Olds

It may be difficult for children to suddenly come up with an idea about someone else. Instead, you can create with the children an I Like It, Too chart. Write I Like to ____________. Ask each child in the group to fill in something she or he likes to do. Then ask the other children to say whether they like to do the same thing, and list all the names of the children who like to do the same thing underneath. Talk about how sometimes friends like to do the same activities, and other times friends like to do different activities but they can still be friends.

With Families

As family members drop-off or pick-up their children, tell them that you and the children are talking about appreciating their friends. Encourage family members to talk with their children about all of the different friends they have and the special things about them.

Neighborhood

Young children take their first steps toward understanding how the world outside their home works by exploring their neighborhood. Children have opportunities to explore their neighborhood each day. For example, they visit different stores when they go shopping with family members, they visit neighbors' homes, and they see a variety of homes while walking or riding to their child care program. Children also begin to recognize that there are different types of neighborhoods as they visit other places farther away from their home or by "reading" books or watching television. When children feel comfortable with their neighborhood and others, they feel more comfortable with themselves and the world that surrounds them.

Tips

Encourage children to explore the different people and happenings in their neighborhood.

Guide children to think about all the kinds of people that live in their neighborhood and all the things they do. Remember to discuss with children different kinds of people they may see everyday, such as families, iron workers, street vendors, mechanics, grocers, newspaper sellers, firefighters, dairy farmers, lobster catchers, and so on. Introduce children to the different kinds of foods, music, clothing, festivals, and parades that occur in the neighborhood.

Help children think about how they use their neighborhood every day.

Guide children to select items from around the room that they believe were bought at local stores, and ask them to think about what stores you visited to buy each item. Take a neighborhood walk and explore the stores and people who work there. Encourage family members to take their children on walks in their neighborhood, as well as other neighborhoods.

continued on next page

continued from previous page

Explore places and people who help the neighborhood.

Visit with the children the local fire station, post office, library, police station, hospital or community health clinic, museum, dentist's office, and elementary school. Introduce the children to several people who work at these places, including firefighters, dispatchers, emergency technicians, clerks, mail carriers, drivers, doctors, nurses, and secretaries. Help children understand that most neighborhood places need many people to help the neighborhood. If these places are too far to visit, invite people from the neighborhood to visit and talk with you and your children.

Discuss troubling things that children may see in their neighborhood or in other neighborhoods.

Children often can't find the exact words to talk about negative things that may happen, and it's very helpful for them to feel that you understand their concerns. Keep informed of negative things that may occur in the neighborhood and/or around the world by reading the newspaper and watching the news on television. You can gently talk with the children about such things as a local store burning down, homeless people, a burglary, or war in a foreign country. Carefully reassure children that it's OK to talk about these things. These discussions allow children to feel comfortable and have a better understanding of their world.

Help children become familiar with other neighborhoods around their area and around the world.

Have pictures and books available of other neighborhoods. Take field trips and/or encourage families to visit other neighborhoods. Visit a child care program in another neighborhood. Guide children to consider the similarities and differences between the neighborhoods.

Connect & Explore

Make the connections between the activities in the set.

Share and explore the children's ideas related to the activities.

The books in this list are about the people and places that make a neighborhood.

Children's Books

Alfie Gets In First by Shirley Hughes (Lothrop, 1982). When Alfie accidentally gets locked inside the house, his mom, sister and many neighbors try to open the door from outside.
Ages: 3-5

Country Bear's Good Neighbor by Larry Dane Brimner. Illustrated by Ruth Tietjen Councell (Franklin Watts, 1988). Country bear borrows from his neighbor all the ingredients needed to make a cake and then gives the cake to her.
Ages: 3-5

Early Bird on Sesame Street by Linda Hayward (Golden/Western, 1980). Big Bird wakes up early. As he looks around for someone to play with, he finds out about all the people in the neighborhood who work at night.
Ages: 3-5

I Want a Hat Like That Illustrated by Tom Cooke (Sesame Street/Golden Press, 1987). Grover wears the hats of many different people to show different jobs.
Ages: 3-5

In the Middle of the Night by Kathy Henderson. Illustrated by Jennifer Eachus (Macmillan, 1992). This book shows people who work at night.
Ages: 3-5

Jonathan and His Mommy by Irene Smalls-Hector. Illustrated by Michael Hayes (Little, Brown, 1992). A young African-American boy walks through the city streets with his mother. The two make up many different ways of walking as they explore their neighborhood together.
Ages: 3-5

The Inside-Outside Book of New York City by Roxie Munro (G. P. Putnam's Sons 1985). This book shows pictures of the inside and outside of different buildings and places in New York City.
Ages: 3-5

The Little House by Virginia Lee Burton (Houghton Mifflin, 1965). A little house in the country is taken care of by the Caucasian man who built her. The house wonders what it would be like to live in a big city.
Ages: 4-5

My Little Island by Frane Lessac (J.B. Lippincott, 1985). A boy brings his best friend, a Caucasian girl, to visit the Caribbean island he's from. They meet his family, and explore the beautiful island together.
Ages: 4-5

continued on next page

continued from previous page

On the Go by Ann Morris. Photographs by Ken Heyman (Lothrop, Lee & Shepard, 1990). This book shows photographs of the different ways people get around all over the world.
Ages: 3-5

On a Hot, Hot Day by Nicki Weiss (Putnam, 1992)In this predictable language book, a Latina mother and her son engage in fun activities each season of the year in their inner city Latino neighborhood.
Ages: 3-5

One Smiling Grandma by Anne Marie Linden and Lynne Russel (Dial Books for Young Readers, 1992). This counting book uses colorful illustrations to show all the different things a Caribbean girl sees in the world around her.
Ages: 3-5

The Postman by Rosalinda Kightley (Macmillan, 1988). Share a day in the life of a postman, and visit all the places he delivers mail, from apartment 3, to school, to the store clerk.
Ages: 3-5

Tools by Ann Morris. Photographs by Ken Heyman (Lothrop, Lee & Shepard, 1992). This picture book shows how people all over the world use tools everyday, at home and at work.
Ages 3-5

The Town Mouse and the Country Mouse adapted by Janet Stephens (Holiday, 1987). Country mouse and city mouse invite each other for a visit, and each discovers he likes his own place best.
Ages: 3-5

Whose Hat? by Margaret Miler (Greenwillow, 1988). Photographs of hats that represent various city and country workers.
Ages: 3-5

Neighborhoods Everywhere, and the People Who Live In Them

GOALS Neighborhood: Thinking About What We See

OBJECTIVES Children will:
- explore different people in their neighborhood
- talk about and discover other neighborhoods

Pictures of the Neighborhood

The children will find pictures about people in their neighborhood and will use them while they play.

Supplies: magazines and/or newspapers, glue, scissors, markers, clear contact paper (optional), shoe box or clear plastic box (optional)

1. Encourage the children to find out about people in their neighborhood. Help them to think about and identify people they see in the neighborhood every day—such as a family, an iron worker, street vendor, mechanic, grocer, newspaper seller, firefighter, dairy farmer, or fisherman—and to talk about them.

2. After your discussion, invite the children to find and collect pictures from magazines and/or newspapers of people with similar jobs. Try to have the children collect as many pictures as they can.

3. Ask the children to glue each picture on a small piece of paper and to write who the person is. Place all the pictures in a shoe box or a clear plastic box. You may want to cover each picture with clear contact paper.

4. Encourage the children to use their neighborhood pictures while they're in the dress-up area, using manipulatives, or when reading about different neighborhoods.

With Three-Year-Olds

Children will be able to select and collect pictures of people from their neighborhood if they have some suggestions beforehand. Take them on a neighborhood walk and help them identify people in their neighborhood, or have pictures of the neighborhood to give the children some ideas. The children may also need help in cutting out pictures from the magazines and/or newspapers. Four-hole scissors are good for three-year-olds, because they allow children to cut as you guide them. These types of scissors are available in most school or art supply stores.

continued on page 42

continued from page 41

With Families

Send some of the pictures home with the children, and ask family members to help the children find and talk about some of the people from their neighborhood while they're taking a walk.

Neighborhood Book

The children will talk and "write" about the people in their neighborhood.

Supplies: pictures the children collected in, "Pictures of the Neighborhood," glue, paper, marker, hole puncher, yarn

1. Invite a small group of no more than four children to select pictures from those they collected. Have extra paper available for each child.

2. Encourage each child to talk about the picture he or she has selected. "Who is this a picture of?" "What does he do in our neighborhood?" "Where does she do her job (or live)?" Write down what the children say, in their own words, on the extra paper. You can suggest they include some of their own writing, which can just be scribbles. Encourage the children to "read" their stories back to you.

4. After they've had an opportunity to talk and "write" about their pictures, punch two holes through all the pages and bind them with a piece of yarn to make an "Our Neighborhood" book. Have the children make a cover for the book and suggest they write their names as authors, just like on a real book! Place the book in a location where all the children can easily "read" it.

With Three-Year-Olds

When the children are creating their "Our Neighborhood" book, ask them only one or two questions. "Who is the person in the picture?" "What does she or he do in the neighborhood?"

©1993 Jim Henson Productions, Inc.

Reading and Doing

The children will talk about differences and similarities between neighborhoods.

Supplies: a children's book(s) that talks about a neighborhood that's different than the one the children live in (see the **Neighborhood** goal booklist for suggestions)

Read one of the suggested books about different neighborhoods. Select a book that will show children a different neighborhood than the one they live in. For example, if the children live in a rural area, read a book about city life or about a fishing community. Talk with the children about the differences as well as the similarities in the neighborhoods. For example, "People in the city also have many places with trees and grass."

With Three-Year-Olds

Select a book that clearly shows pictures of a different kind of neighborhood. First ask the children to look at some of the differences between their neighborhood and the one in the book. At another time, you can talk about the similarities in the neighborhoods. It would also be very helpful if you took a neighborhood walk before reading the book.

Exchanging Neighborhood Books

The children will explore a different neighborhood when they exchange neighborhood books with another child care program.

Supplies: the book children made in a "Neighborhood Book," one letter-sized mailing envelope, three 29-cent stamps

Contact another child care program in a nearby neighborhood. Describe the book your children created in, a "Neighborhood Book." Suggest that the children from the other program complete a similar activity. Then exchange books by mailing them to one another.

With Three-Year-Olds

It will be very exciting for children to exchange neighborhood books with children from another neighborhood.

Neither Snow, Nor Rain, Nor Heat...

GOALS

OBJECTIVES

Mailing a Letter

The children will talk about and, if possible, visit their local post office.

Supplies: some mail you've received, a note to send home requesting permission to take children on a community field trip

1. Encourage children to talk about the post office by showing them several letters you've received at your program and/or home. Ask the children to think about how mail is delivered. "What do we need to mail a letter?" "How do we mail a letter?" "Who delivers the mail?" "Who works for the post office and what do they do?"

2. Arrange a community field trip to your local post office. Contact your local post office and let them know when and how many people, including yourself and family volunteers, will be visiting.

3. Write a note home requesting permission to take children on a community field trip to the post office. Remember to write notes that reflect all the languages children and family members speak, and invite family members to come along.

4. If it's not possible for you and your children to visit the local post office, invite the mail carrier who delivers your mail to come and talk about her or his job and the post office.

With Three-Year-Olds

Children tire easily, so it's important to remember to keep any trip short. While you're planning your visit to the post office, make sure the children will have some opportunities to touch things. It's very boring for children to just listen and not be able to participate.

Letters Home

The children will make their own letters to mail home.

Supplies: enough paper, crayons,

envelopes, and stamps for all your children, a note sent home to announce children mailing a letter home and asking for stamp donations

1. Invite each child to share with you her or his address. This may be difficult for some children, so help them if necessary. Talk with children about the things they'll need to write a letter, including an envelope, paper, crayon, and a 29-cent stamp. Encourage each child to "write" or draw a letter for their family. Some children may want you to write something for them or they may want to "write"/draw something on their own. Allow each child to work with you as you write their address on an envelope.

2. Talk with the children about how each address is different. Have them fold the letter and place it in the envelope. Allow each child to lick their own stamp and place it in the proper corner. Take a trip with all your children to the local post office or your nearest mail box to mail all your letters. Encourage each child to announce when their family received their special letter. This will be exciting news to tell! The children can even bring their letters back and talk about when it got to their home and how the envelope changed.

With Three-Year-Olds

Learning or saying a home address can be difficult for children. You may talk about why addresses are important, but don't expect children to tell you their addresses. It will be very exciting for them to send a letter home, and they'll eagerly wait for it to arrive. Explain to children that it may take a few days to arrive. Children can "write" and/or draw letters—accept whatever they put on their paper.

With Families

Send a note home explaining to family members that you and the children are going to explore how the mail service works. Advise them that they'll be receiving a letter from their child in the next few days. Encourage family members to talk about the letter with their child and praise her/him for writing such a wonderful letter. You may request family members help by donating one 29-cent stamp and writing/telling you their current address.

Our Own Post Office

The children will create their own post office.

Supplies: (not all materials are necessary to do the activity) used envelopes, paper, paper bags, crayons, used stamps (posted) or stamps designed by the children, rubber stamp, cardboard box, paint, paintbrushes

1. Ask the children to think about how

continued on page 46

continued from page 45

an area of the room can be turned into a post office. Encourage children to give suggestions about what they'll need to set up their own post office. The children can include paper, envelopes, stamps, mailboxes, and bags to deliver the mail. You may save used envelopes and/or ask family members to donate some used envelopes and posted stamps.

2. Some suggestions of things children can do include designing their own stamps and "writing" letters to put in the envelopes. Children can paint a cardboard box to create a mailbox. They can use a rubber stamp to "post" letters. They can use play money to buy stamps. Children can act out being mail carriers, mail sorters, postal clerks selling stamps or posting letters, and customers. Encourage children to work together to design and run their post office. Make sure to praise them for all their ideas and especially for working together.

With Three-Year-Olds

Children may need some help in designing their post office. Ask them questions that will help them use the materials creatively. "We need to make a mailbox to mail our letters. What can we use to make our mailbox?" "Where are we going to put the stamps to sell to the customers?"

Reading and Doing

The children will talk about how children with and without disabilities like to do the same kinds of things.

Supplies: a children's book that talks about another kind of neighborhood (see the **Neighborhood** goal booklist for suggestions)

Read one of the suggested books about a different kind of neighborhood with the children. Encourage the children to look for things that make this neighborhood special. Talk about how the characters see their neighborhood as special because of the places they visit or things they do. Have the children look at the pictures in the book to find things they may not see in their own neighborhood.

With Three-Year-Olds

Exploring different kinds of neighborhoods with children is a wonderful way for them to begin to understand that there are other lifestyles and ways of doing things. While you're reading the children's book, help them find things that make that neighborhood special by asking questions that will guide them in noticing some of the ways things are done. For example, "How do people in this neighborhood get their food?" (Some grow their own food, some buy it at a farmer's market and still others at the supermarket or grocery store.)

School

Young children take a big step in their lives when they make the transition from home life to school life. It may be the first time that many children are away from family members for a period of time and interacting with many new children and adults. For some children, this transition is very easy; for others, it can take a longer time. It's important that adults help children feel comfortable in their new school life by creating a safe, nurturing, and fun environment that's exciting to go to.

Encourage children to feel that being in school is a special place where they can feel proud of their accomplishments.

Praise children for what they do even if they're not always successful the first time they try it. Place things the children make in areas where they can look at and talk about them even after the activity is over.

Recognize children's achievements. Always keep a log of their new accomplishments. Share them with family members as often as possible—during drop-off and pick-up times or by sending notes home.

Make family members feel that they're an important part of their children's school life.

Invite family members to join activities with their children. Keep family members involved by asking them to participate in activities similar to the ones their children do in school. Create a weekly, biweekly, or monthly newsletter that explains what you and your children are doing in school. Provide suggestions on how family members can get involved. Children can help create the newsletter by contributing things they want to say, in their own words and/or by drawing pictures.

Encourage children to reflect on what they do in school, and help them feel secure about what they're doing.

Plan times when children can show each other their accomplishments

continued on next page

continued from previous page

and talk about it with you and the other children. Children will enjoy going to school if they understand what's expected of them. Children should understand what they're going to do every day (even if it's the same thing). Make a schedule chart with pictures of all the activities in the order that you and the children are going to do them. Keep a routine and don't surprise children by changing it.

Let children feel that they're part of planning everyday things.

Children shouldn't feel that adults are always telling them what to do. They should feel they're part of planning and creating things every day. Plan activities where children can always suggest and use their ideas. Include children in the development of school rules. Discuss how rules help keep everyone in the room safe and allow everyone to participate in anything that's happening throughout the day. Encourage children to help with tasks that make them feel important, such as setting the tables for snacks, feeding the pets, and helping you set up an activity.

Encourage children to prepare and be excited about special events.

Announce special events, such as a field trip or holiday celebrations, in advance. Keep family members and their children informed of special events so they're not surprised when a routine changes.

Connect & Explore

Make the connections between the activities in the set.

Share and explore the children's ideas related to the activities.

These books help children learn about child care programs and school, and the children and grownups in them.

I Need a Lunch Box by Jeanette Caines. Illustrated by Pat Cummings (Harper, 1988). When his sister starts school and gets a brand new lunch box, a young African-American boy dreams of having one, too.
Ages: 4-5

Jesse's Daycare by Amy Valens. Illustrated by Richard Brown (Houghton Mifflin, 1989). Jesse's mom works and he goes to day care. Both are busy, and when mom picks Jesse up they share their day with one another.
Ages: 3-5

My Nursery School by Harlow Rockwell (Greenwillow, 1976). A Caucasian child describes the activities at her nursery school and gives readers a glimpse of the place.
Ages: 3-5

Red Day, Green Day by Edith Kunhart. Illustrated by Marilyn Hafner (Greenwillow, 1992). Andrew and his kindergarten classmates learn about colors in an interesting way.
Ages: 4-5

The School by John Burningham (Crowell, 1990). In this story, a young boy tells about all the things he does in school—reads, writes, plays, sings, paints, and makes friends.
Ages: 3-5

School Bus by Donald Crews (Greenwillow, 1984). This is a simple book with clear and colorful drawings of different kinds of buses that pick up children for school.
Ages: 3-5

This Is the Way We Go to School by Edith Baer. Illustrated by Steven Bjorkman (Scholastic, 1990). Rhyming text tells how children all around the world go to school. Some walk, others ride the bus, take a cable car, ride bicycles or take trains.
Ages: 3-5

We Play by Phyllis Hoffman (Harper & Row, 1990). This is a rhyming book about a child's fun-filled day at nursery school.
Ages: 3-4

continued on next page

©1993 Jim Henson Productions, Inc.

continued from previous page

Who's Going to Take Care of Me? by Michelle Magorian. Illustrated by James Graham Hale (Harper & Row, 1991). Now that his sister is going to school instead of day care, Eric wonders who will take care of him. Soon Eric is taking care of a new boy who is scared, just as he once was.

Ages: 4-5

Will I Have a Friend? by Miriam Cohen. Illustrated by Lillian Hoban (Macmillan, 1967). Jim, a Caucasian boy, is concerned about starting school and not having a friend in class until he discovers that all he needs is one.

Ages: 4-5

My School

GOALS School, [illegible] Points of View [illegible] Differences

OBJECTIVES Children will:
- talk about favorite things they like to do in school
- recognize similarities and differences between their school and others around their neighborhood

School Books

The children will make their own "My School" books.

Supplies: several sheets of paper tied together with yarn to create a book for each child, crayons, hole puncher, marker

1. Take a walk around the room with no more than three children at one time, and talk about all the areas in your room and the things they like to play with.

2. Invite the children to make their own "My School" book that talks about favorite things they like to do in your room. Ask children to tell you about what favorite things they like to do in the different areas of your room, such as in the book corner, block area, or painting area. On the paper tied together for each child, write down what children tell you in their own words.

3. Encourage children to draw pictures about what they talked about. You can ask children to share with one another the things they talked about and/or drew. After children talk about what they wrote in their books, encourage them to make a cover for their book, "write" a title and their name as the author.

4. Place all the children's "My School" books in an area where they can look at them and add new things whenever they wish.

With Three-Year-Olds

Children will enjoy making their "My School" books with some adult help. It might be helpful to do this activity individually instead of in small groups.

With Families

Encourage children to take their "My School" books home to share with their family. Send a note home to family members explaining that each book shows all the favorite things their child likes to do in your room. Suggest to family members that they ask their child to show and talk about all the things in their book.

continued on page 52

BEST COPY AVAILABLE

continued from page 51

Reading and Doing

The children will have opportunities to share how things they do in their room are similar to things done in other child care programs.

Supplies: a children's book that talks about things children do in a child care program (see the **School** goal booklist for suggestions), the children's "My School" books (optional)

1. Read one of the suggested books about things children do in child care programs. Talk with the children about all the things the characters like to do in their school.

2. Ask the children to look closely at the pictures and find similar things they have in their room, such as paints, books, toys, or blocks. Talk with the children about how they and the characters do similar or different things.

3. The children can even use their "My School" books to compare how many things they like to do are just like the characters in the book.

©1993 Jim Henson Productions, Inc.

With Three-Year-Olds

Listening to books about what children do in child care programs helps children understand the routine of their day, such as why there are rules, why it's important to have naptime, why it's fun to share. It also gives them ideas on how other children play, paint, use blocks.

School Visit

The children can visit another child care program in their neighborhood.

Supplies: a telephone call or visit to a nearby child care program, center for children with disabilities, or elementary school to arrange a visit; a note sent home to inform family members of your short trip; the children's "My School" books (optional)

1. Arrange to visit with the children a nearby child care program, center for children with disabilities, or elementary school. Explain to the director, teacher, and/or child care professional that you and your children would like to visit another type of program.

2. Send a note home informing family members of the short visit you're going to make and why.

3. Explain to the children that you'll be visiting another program to explore how all schools can be both similar and different from theirs. Encourage children to take along their "My School" books to share with their new friends. The children can even share snacks. Make sure that you also invite them to your room.

With Three-Year-Olds

Visiting another child care program helps children realize through a hands-on experience that all places aren't the same but can have similarities. Don't travel too far and plan the trip early in the day when the children aren't tired.

Who's Here?

GOALS [illegible], Sight Words

OBJECTIVES [illegible] their name and some [illegible]

The three "Attendance Chart" suggestions are one activity with several steps that should be completed in the order they're presented.

Attendance Chart—Getting Pictures

The children will collect pictures of themselves to make an attendance chart.

Supplies: a picture of each child brought from home, a note sent home to family members explaining what the picture is for

Invite the children to help you create their attendance chart called "I'm Here Today." Explain that they'll need their family's help.

With Three-Year-Olds

Encourage family members to help their child select a picture from several choices. Suggest simple questions they can ask, such as "Dayanara, what are you wearing?" "Lorraine, what are you doing in the picture?"

With Families

Send a note home asking family members to help their child select a clear picture of herself or himself. Explain in your note that the picture will be used to help their child recognize his or her name, as well as to make an attendance chart called "I'm Here Today." Suggest to family members that they give their child a selection of pictures to choose from and then ask their child to talk about the picture. Provide family members with some suggestions. "What are you doing in the picture?" "What place were we visiting when we took this picture?" "What are you wearing in this picture?" Inform family members that their child will be using their picture for as long as they're in your room.

Attendance Chart—Making It

The children will talk about their pictures and work together to make an attendance chart.

Supplies: a large piece of posterboard or cardboard covered with paper, scissors, a marker, the children's pictures, masking tape

1. When children bring in their pictures from home, ask them to share it with the other children. "Shaleen, what are you doing in the picture?" "Dayanara, what were you celebrating?" "Lorraine, what are you wearing in the picture?" "What places were you visiting on your trip?"

2. After the children have had an opportunity to talk about their pictures, show them the posterboard or piece of cardboard paper covered with paper. Allow the children to watch you title the posterboard or cardboard, "I'm Here Today," as well as write their first and last names. Tell the children that every day they're present, they can place their picture on the attendance chart.

3. Let the children place a small piece of masking tape on the back of their pictures and help them find their names.

With Three-Year-Olds

Only write the children's first names—this will make it easier for them. Help the children by asking simple questions about their pictures. "Shaleen, what are you eating in your picture?" "Lorraine, what are you wearing in your picture?"

Attendance Chart—Using It

The children will use their attendance chart to help them recognize who's present and who's absent each day.

Supplies: the "I'm Here Today" chart, the children's pictures, extra masking tape

1. Every morning when all the children have arrived, use your "I'm Here Today" chart to take attendance. Have all the children's pictures available so that children can put their picture on the chart. As each child's name is called out, she or he may stick their picture over their name and tell the others "I'm here today." If a child is absent, encourage children to announce "(child's name) is not here today." If you know why a child is absent, tell the other children. Children often worry when their friends are absent several days.

continued on page 56

continued from page 55

2. When children get used to recognizing their own names, children can take turns placing other children's pictures over their names (children will begin to recognize friends' names this way). The children can also use these pictures to count how many children are present that day or how many boys there are versus girls.

With Three-Year-Olds

The children will get excited when announcing who's here and who's absent. Everyone will want to call out who's not here—and that's OK. Children can begin to count how many children are present with your help. As you point and demonstrate counting, the children will follow.

Reading and Doing

The children will talk about the different feelings everyone can have when they're in school.

Supplies: a children's book that talks about children having different feelings while they're in school (see the **School** goal booklist for suggestions)

Read one of the suggested books that shows children expressing different feelings about school. For example, the story can talk about how children are eager to share things they did when a family member picks them up, how it feels to make new friends, or how it can be scary to start school. Ask the children questions about the characters' feelings in the story, such as "How did the boy feel when he started school?" "Why was the boy so excited to tell his mother about what he did in school?" Reassure children that it's OK to have all kinds of feelings while they're in your room. They can feel excited, angry, or sad in different situations.

With Three-Year-Olds

Listening to books about other children in child care programs is an excellent way for children to understand that child care is an important part of many children's lives. It also gives them the words to help describe feelings they may not know how to express while they're in your room.

Human Diversity

© 1993 Jim Henson Productions, Inc.

BEST COPY AVAILABLE

Human Diversity

Appreciating Differences 1-10

Different Points Of View 11-20

Appreciating Differences

The Appreciating Differences goal is a new goal aimed at helping children build a sense of community and trust. Human diversity has always been a key goal of the Sesame Street *show, showing differently abled and culturally diverse people who are living, working, and playing together. In the last few years, the show has further explored human diversity by highlighting a different racial group each season. The show focused on African-Americans in the 22nd broadcast season, Native Americans in the 23rd season, and Latinos during the 24th season. This year, in the show's 25th season, the focus will be on Asian-Americans and Pacific Islanders.*

No matter where or with whom they live, children benefit from understanding how differences should be celebrated and appreciated, and that differences, both cultural and physical, are something that makes people special and unique. Celebrating and appreciating differences can be done in all kinds of ways. Children can listen to different types of music, hear different languages around them, see different types of families and people in and around their neighborhood.

Tips

Encourage children to appreciate and feel comfortable with all kinds of people.

Guide children to recognize that people can be different in many ways. Have books and materials, such as multicultural dolls, available for children that show a variety of races and physical appearances. Remember to include books that show different races, as well as books that show different ages and individual abilities. Books should also show children that people look different not just by race but also be height, hair and eye color, weight, and age. Children should have experiences that introduce them to different ways that people cook, languages they speak, ways they live, places they come from, ways they dress, and music they listen to. Use opportunities in everyday situations to introduce children to all kinds of people — for example, during neighborhood walks or community field trips, by inviting people

continued on next page

continued from previous page

and family members to visit your room, by looking at magazines or books, or by watching the *Sesame Street* show.

Encourage children to appreciate differences between people, as well as similarities.

By helping children recognize that even though differences exist there are many ways that we are the same, children start to appreciate and accept differences comfortably. During activities in which you and your children are looking at differences, spend an equal amount of time talking about how people are the same. This is particularly important when children see people who are very different from the way they are or live, including people who dress differently, who are disabled, or who speak differently than they do. As children understand that differences and similarities are to be appreciated and celebrated, they feel good about themselves, the way they look, and where they come from.

Let children experience diversity throughout the day in natural situations.

Helping children appreciate and celebrate differences and similarities between people should not be done at a special time during the day. It should happen naturally and easily. Children should not only be shown books and materials that show human diversity, but be introduced to the richness of cultures through folktales, poems, songs, visits to museums, festivals, and while shopping in stores. Include and inform family members of the ways that you're introducing the children to human diversity, so they're comfortable and involved in helping their children look at human diversity.

These books help children understand that we are all the same in many ways and different in many ways.

Children's Books

Abuelita's Paradise by Carmen Santiago Nodar. Illustrated by Dianne Patterson (Albert Whitman & Company, 1992). [Also available in Spanish as *El Paraiso de Abuelita*, translated by Teresa Mlawer.] While a young Latina girl sits in her grandmother's chair, she remembers the stories her grandmother, her *abuelita*, used to tell her about life in Puerto Rico.

Ages: 4-5

Amazing Grace by Mary Hoffman and Caroline Binch (Dial, 1991). Even though other children say Grace can't play Peter Pan in the school play because she's African-American and a girl, Grace's imagination is so strong that she becomes the characters she plays and ends up being the best for the part.

Ages: 3-5

Animals, Animals by Eric Carle (Philomel Books, 1989). This is a wonderful collection of poems about animals.

Ages: 4-5

Arroz Con Leche: Popular Songs and Rhymes from Latin America by Lulu Delacre (Orchard Books, 1992). This book is a collection of children's poems and songs from Mexico, Puerto Rico, and Argentina.

Ages: 3-5

Black Is Brown Is Tan by Arnold Adoff. Illustrated by Emily McCully (Harper, 1973). Read about a family with an African-American mother, a Caucasian father, and their children who live in a home filled with happiness, joy, and love.

Ages: 4-5

Bread Bread Bread by Ann Morris. Photographs by Ken Heyman (Lothrop, Lee & Shepard, 1989). This book shows photographs of the different types of bread eaten by people of different cultures around the world.

Ages: 3-5

Bright Eyes, Brown Skin by Cheryl Willis Hudson and Bernette G. Ford. Illustrated by George Ford (Just Us Books, 1990). Two happy children, one African-American and one Caucasian, admire how they look while feeling good about who they are.

Ages: 3-5

A Color of His Own by Leo Lionni (Pantheon, 1975). A chameleon wants to be one color like the other animals, until it meets another chameleon and realizes that he's just fine the way he is.

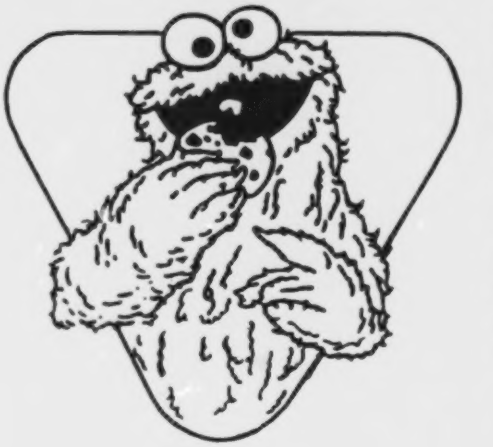
Ages: 3-5

Families Are Different by Nina Pellegrini (Holliday House, 1991). Nico and her sisiter, who are Korean, don't look like their parents, who are Caucasian. Nico learns that there are many different kinds of families, and that none of her friends' families are exactly the same.

Age: 5

continued on next page

continued from previous page



©1993 Jim Henson Productions, Inc.

Friends In The Park by Rochelle Bunnett, photographs by Carl Sahlhoff (Checkerboard Press, 1992). This book shows children with and without disabilities playing together in the park. The children have different abilities, and are good friends.

Ages: 3-5

Together by George Ella Lyon. Illustrated by Vera Rosenberry (Orchard, 1989). Two young girls, one African-American and one Caucasian, work together and dream the same dreams about making the world a better place.

Ages: 3-5

Hats Hats Hats by Ann Morris. Photographs by Ken Heyman (Lothrop, Lee & Shepard, 1989). This book of photographs shows the different types of hats worn by people of different cultures around the world.

Ages: 3-5

Loving by Ann Morris, pictures by Ken Heyman (Lothrop, Lee & Shepard Books, 1990). This picture book shows families from all over the world— loving, caring for, teaching, and playing with each other.

Ages: 3-5

One Smiling Grandma by Anne Marie Linden and Lynne Russel (Dial Books for Young Readers, 1992). This counting book uses colorful illustrations to show the different things a Caribbean girl sees around her.

Ages: 3-5

On the Go by Ann Morris. Photographs by Ken Heyman (Lothrop, Lee & Shepard, 1990). This book of photographs shows the different ways people get around all over the world.

Ages: 3-5

The Little Band by James Sage. Illustrated by Keiko Narahashi (McElderry, 1991). Children of different races form a band and march along, spreading happiness to everyone who hears their music.

Ages: 3-5

Tools by Ann Morris. Photographs by Ken Heyman (Lothrop, Lee & Shepard, 1992). This picture book shows how people all over the world use tools everyday, at home and at work.

Ages: 3-5

We're Different, We're the Same by Bobbi Jane Kates. Illustrated by Joe Mathieu (CTW/Random House, 1992). This book features the Muppets, and shows how we're all the same and different.

Ages: 3-5

We Are All Alike...We Are All Different by the Cheltenham Elementary School Kindergartners (Scholastic, 1993). This book, written by children for children, shows the many ways we're all alike, and the many ways we're all different.

Ages: 3-5

We Can Do It! by Laura Dwight (Checkerboard press, 1992). This book shows five children with disabilities and all of the great things they can do.

Ages: 3-5

What's Under Your Hood, Orson? by the Holy Cross School Kindergartners, illustrated by Terry Kovalick (Scholastic, 1993). A yellow car and a blue car don't want to be friends with Orson becuase he's a red car. Then they find out that under his hood Orson is just like them.

Ages: 3-5

The Sound of Music

GOALS

[illegible]

OBJECTIVES

Children will:

- explore different types of music instruments and cultures

All of the activities in this set can be done with three-year-olds. They encourage children to use their whole body to experience and experiment with different kinds of music and instruments. Talk with the children about the music and instruments as they're listening, touching, and playing with them.

The Music We Listen To

The children will use various kinds of instruments and listen to different types of music.

This activity should be done over the course of several days or weeks.

Supplies: a variety of child-sized instruments (a wide variety of multicultural child-sized instruments is available through many learning materials catalogs or stores, or contact your local early childhood association); a record player, tape recorder, or radio; a wide selection of music

1. Encourage children to explore different kinds of music and instruments by placing a variety of instruments in an area where children can easily experiment with them. Include child-sized instruments the children may not usually see, such as *maracas, guiros, dance bells,* and *stick drums,* as well as more common instruments, such as a drum, guitar, or recorder.

2. Introduce children to all kinds of music (jazz, folk, pop, country, rap, classical, rock, or music from other countries) at different times in the day, such as while eating, before naptime, while cleaning up, while dancing or exercising.

3. In addition to your own collection of music, you can ask families to lend music they may have at home, or simply turn on the radio. Encourage children to use the instruments along with the music. Provide the children with vocabulary they can use to describe the instruments such as *wind, drum, string* instruments, as well as words to describe the music such as *soft, loud, high,* and *low.*

continued on page 6

BEST COPY AVAILABLE

continued from page 5

Making Instruments

The children will make their own homemade instruments.

Supplies: see below for individual directions for each homemade instrument, a record player, tape recorder or radio, a selection of music

1. Invite children to create their own musical instruments. Children and family members can help by collecting materials. Here are suggestions on how to make some instruments.

Drum: Use empty coffee cans with plastic lids or empty oatmeal boxes. Encourage children to cover the cans by gluing fabric, wallpaper, or contact paper on them, or decorate the boxes by drawing on them. Secure the lid on the can with masking tape. Children can tape a long piece of yarn or string around the can or box so they can hang the drum around their necks. Use sticks, spoons, or pencils as drumsticks.

Flute: Use cardboard tubes from paper towels or toilet paper rolls. With a pencil or sharp stick, punch three or four holes in the tube about an inch apart. Cover one end of the cardboard tube with a piece of wax paper that can be glued on or held in place with a small rubber band. Encourage the children to softly blow into the other side of the tube while they move their fingers over the holes.

Bells: From around your room, gather spoons, sticks, or pencils and any metal lid or tube. Encourage the children to strike the metal object with the spoons *slowly* or *quickly*.

Maraca: Fill empty small frozen juice cans with dried beans or macaroni. Cover the open end with construction paper, using masking tape or a rubber band to hold the paper. Encourage the children to decorate the outside of the can with fabric, paper streamers, or wallpaper.

Guitar or Banjo: Cut a large hole in the middle of the lid of a shoe box. Invite the children to cover and design their boxes with crayons, paints, fabric, wallpaper, or construction paper. Put thé lids on the boxes and stretch about three or four different-sized rubber bands across the opening of each box. Encourage children to pluck away at their guitar or banjo.

2. Encourage children to experiment with their homemade instruments. Play different types of music and invite children to play along.

With Families

Children can invite family members to visit and watch them play their instruments and/or allow children to take different instruments they made home to share with their families.

Shadow Dancing

The children will try out shadow dancing.

Supplies: an old bedsheet or curtain; masking tape or clothespins; a lamp with the lamp cover removed; a record player, tape recorder, or radio; a selection of music

1. Use a variety of music to introduce children to shadow dancing, which is very common in Thailand. Using masking tape or clothespins, hang up an old bedsheet or curtain, leaving room for children to move around behind it. Place a lamp with the lamp cover removed behind the sheet, and turn on the lamp. *Warn children not to go near or touch the lightbulb.*

2. Darken the room by shutting off some lights, or by slightly closing the curtains or blinds. Explain and demonstrate shadow dancing for the children: When you're behind the curtain, you can only see a shadow moving and dancing. Invite two or three children to go behind the curtain and dance to the music. The other children can play instruments, watch, or give suggestions. Remember to tell the children they'll all have a chance to shadow dance.

Reading and Doing

The children will have a chance to listen to the rhythm of poems or songs from other countries.

Supplies: a children's book that talks about music, songs, or poems from other countries (see the **Appreciating Differences** goal booklist for suggestions), children's instruments (optional)

Select one of the suggested books about different kinds of music, songs, or poems from other countries. Involve the children in saying the poems or singing the songs with you. You can add music and/or invite the children to use their instruments while listening to the poems or songs.

A World of Words

GOALS Appreciating Differences, Imagination

OBJECTIVES Children will:
- recognize that different languages are used by people all around them

The Languages Around Us

The children will listen to music from other countries.

Supplies: records or music cassettes (family members can lend some of their foreign-language records or music cassettes) or a radio, children's musical instruments

1. Introduce the children to different languages through music. Explain to the children that they're going to listen to songs in a different language. Using records, music cassettes or the radio (tuned to a foreign-language station), play some songs from other countries.

2. At first, you can select some languages that are spoken in the children's community. Later on, play music with more unfamiliar languages. Encourage the children to listen to the music, and provide a selection of musical instruments so children can join in. Be sure to join in, too. Remember that the children don't have to understand the words, they can just enjoy the songs and rhythm. You should identify the language, as well as some of the places around the world where that language is spoken.

With Three-Year-Olds

Give children many opportunities to actively hear the new language. As children are listening to songs in another language, encourage them to play their instruments and dance.

Language Labels

The children will explore different languages when they visit the supermarket.

Visit your local supermarket to explore foods that come from other countries. Many imported food containers and packages, including cookies, jams, and Chinese foods or other ethnic foods, have the ingredients written in English as well as their country of origin. Walk around the supermarket with the children and help them find packages of food that show another language. Remember that children don't have to actually read the writing in another language—this is just to help them recognize that each language has its own way of writing things (especially ones that use different types of alphabets).

With Three-Year-Olds

Before your visit with the children, try to go to the supermarket and find where some of these foods are located. This will cut down on the time you have to wander around and will allow children to get involved immediately.

Many Ways to Say the Same Thing

The children will explore how to say simple things in another language.

Supplies: an invitation to a family member or person in the neighborhood who speaks another language

1. Invite a family member or person in the neighborhood who speaks another language to come and share their language with you and the children. Ask her or him to help you teach some special words to the children in their own language.

2. Plan together with your invited guest to introduce one or two words that will be simple for the children to remember and use. For example, "Hello," "Good-bye," "Milk," "Spoon" are simple words that children can use often in your room or at home. It's OK if children don't learn or remember the new words. It's still a good experience for them to hear and appreciate ways of speaking other than their own.

3. Some children may think this new way of speaking sounds "funny" or "strange." This is not inappropriate, especially when children are not accustomed to hearing another language. Talk with the children about how languages can sound different and sometimes strange, but that each language is very special and unique. Hearing a new language will also help children who speak another language feel that it's something to be proud of.

With Three-Year-Olds

Children will often have many questions about why things sound so different in another language. Make sure to answer all their questions. Don't expect all your children to remember the words in a new language.

With Families

As family members drop-off or pick-up their child, encourage children to share the new words they've heard. Explain to family members that you and the children are listening to other ways people speak.

continued on page 10

continued from page 9

Reading and Doing

The children will talk about how people can do things differently in other places.

Supplies: a children's book that talks about how people do everyday things differently in other places (see the **Appreciating Differences** goal booklist for suggestions), different kinds of breads the children can taste

1. Read one of the suggested books about how people can cook different foods, use different ways of transportation, or live in different kinds of places. Talk with the children about the ways things are done or look differently. For example, "What kind of bread do you like to eat?" "What kinds of breads do other people eat around the world?" "How do you get to here?" "How do other people travel to different places?" Explain to the children that although there can be differences, people still share many things they do that are similar. For example, everyone has to eat, everyone uses tools, everyone needs ways to get around.

2. Share with the children how there are differences between them in everyday things. For example, if you're talking about different foods people eat, explore the local grocery store, farmer's market, or supermarket with the children and talk about different foods each child likes to eat. Or you can have samples of different breads that the children can taste, smell, and touch while they decide which are their favorites.

With Three-Year-Olds

Children benefit from having experiences that will show them how other people do everyday things differently, since they're learning to do many new things. Choose books with things the children can easily see in their own neighborhood. For example, books about different foods, tools, ways of getting around, or homes.

201

Different Points of View

Very young children often see the world around them from one point of view, the "Me" way. However, as children begin to have more experiences with the world, they begin to understand that what they do can affect other people. In order for children to be able to share, cooperate, and develop friendships, they should recognize that their own point of view is not the only one.

Children need to have experiences that will help them recognize that other people like different things and approach situations in different ways. They need to gain insights on how others feel, and to recognize that their actions can affect the feelings of others. These aren't easy concepts for children to understand, and it generally takes a lifetime for all of us to understand different points of view. Children will learn about different points of view as they have spontaneous opportunities to share ideas with one another, as well as when they see and hear others do the same in everyday situations.

Tips

Encourage children to recognize that each of them has a point of view that's unique and special.

Use the characters on the *Sesame Street* show or from different types of books to show children how everyone has his or her own point of view. For example, Oscar likes things that other people find "yucky"—such as living in a garbage can. Ask children to share things they like to do that others might not find interesting or fun. Reassure children that it's OK to have different interests, likes, and dislikes. It's what makes each of us special.

Help children understand that disagreements and arguments may develop because people have different points of view.

As children have disagreements during the day, ask each child to put his or her feelings into words and talk about why each of them feels angry or hurt. Point out how

continued on next page

continued from previous page

both children may have different points of view, yet there's always a way to settle things.

Explore with children how their actions affect others.

This is a very hard concept for children to understand because they have to think about something they did in the past and see how it affects someone in the future. Use the *Sesame Street* show and/or books to show children how something that happens in the beginning of the event affects people later on. Show children how things can happen one day and have an affect the next day. "Sally felt very sick yesterday so she couldn't come to school today." "I think Klaus doesn't want to play with you today because you yelled at him yesterday."

Help each child to express his or her own point of view.

It's important to reassure children that they can express their points of view without feeling that they have to be the same as the others. Children begin to feel peer or adult pressure very early in life. Establish a safe and comfortable environment for children to express their opinions by praising and supporting their ideas and suggestions.

Connect & Explore

Make the connections between the activities in the set.

Share and explore the children's ideas related to the activities.

Children's Books

These books show that we all have different points of view about the world around us.

Come Out and Play, Little Mouse by Robert Kraus. Illustrated by José Aruego (Greenwillow, 1987). In this story, a little mouse misunderstands the cat's invitations to "come out and play."

Ages: 3-5

It Looked Like Spilt Milk by Charles Shaw (Harper & Row, 1988). This book shows how a white, cloud-like shape resembles different things, depending on how you look at it.

Ages: 3-5

Jack and Jake by Aliki (Greenwillow, 1986). Jack and Jake are twins who look alike in many ways so people often mistake one for the other. But their older sister has no problem seeing the differences between them.

Ages: 3-5

Just Like Me by Barbara J. Neasi. Illustrated by Lois Axeman (Children's Press, 1984). This is a predictable language book about how two twins are alike and how they're different.

Ages: 3-5

The Old, Old Man and the Very Little Boy by Kristine L. Franklin, illustrated by Terea Shaffer (Antheum, 1992). In a village in Africa, a very little boy visits a very old man to hear his wonderful stories. The old man tells of many things, but mostly of the very little boy still inside of him. Many years later, the very little boy understands the very old man's stories.

Age: 5

Once There Was a Tree by Natalia Romanova. Illustrated by Gennady Spirin (Dial, 1983). In this book, a tree becomes a stump, and various animals come along and use the stump very differently.

Ages: 4-5

Pretend You're a Cat by Jean Marzollo. Illustrated by Jerry Pinkney (Dial, 1990). Thirteen poems encourage children to imagine what it would be like to be different animals.

Ages: 3-5

Ton and Pon: Big and Little by Kazuo Iwamura (Bradbury, 1984). A big dog and a little dog try to convince each other of the benefits of being big or little. As it turns out, sometimes it's better to be big, and other times it's better to be little.

Ages: 3-5

The Town Mouse and the Country Mouse by Lorinda Bryan Cauley (Putnam, 1984). City mouse and country mouse visit each other, and they each decide they like their home the best.

Ages: 3-5

We Can Do It! by Laura Dwight (Checkerboard Press, 1992). This book shows five special children and all of the great things they can do.

Ages: 3-5

continued on next page

continued from previous page

Who Took The Farmer's Hat? by Joan L. Nodset (Harper, 1963). In this story, each animal who gets the hat thinks it's something different.

Ages: 3-5

With My Brother/Con Mi Hermano by Eileen Roe. Illustrated by Robert Casilla (Bradbury, 1991). A book in both English and Spanish about the things a Latino older brother likes to do, the things his youger brother likes to do, and the things they like to do together.

Ages: 4-5

How I See It

GOALS Different Points of View

OBJECTIVES Children will:

- become comfortable sharing different kinds of feelings with one another
- have opportunities to predict what will happen [illegible]

How It Makes Me Feel

The children will share with one another how different kinds of music makes them feel.

Supplies: record player and/or tape recorder, a selection of records and/or music cassettes

1. Encourage a small group of children to sit and/or stand in a circle. Explain to the children that they'll have a special time to share different feelings as they listen to all kinds of music. Tell them that some music will be fast, some will be slow, some will have words and some music will just have *musical instruments* so all you hear is music. Arrange to have available for the children a selection of music including music from other countries (remember it's not necessary for children to understand the words).

2. As the children listen to the different types of music, ask them to share with the group how the music makes them feel. Guide the children by giving them some examples of how the music makes you feel. For example, if the music is upbeat, you might say, "This is music that makes me feel so happy that I can jump up and down." Encourage the children by giving them words that will help them describe their feelings, such as *sad, happy, excited, mad,* or even *sleepy,* and let them show these feelings.

3. Allow children to move around in the circle. Praise the children for sharing their feelings, and reassure them that it's OK if they have the same or different feelings. Point out how each of them can have different feelings about the same song— they all have different points of view!

With Three-Year-Olds

Children will need some help in describing their feelings about the music they hear. Play music that will get children involved, and encourage them to move around. At first, you may guide them by giving questions with choices. "How does the music make you feel, *very happy* or *very sad*?" "Should we jump up and down or lie down?"

continued on page 16

BEST COPY AVAILABLE

Even Muppets Have Different Points of View

The children will talk about how the Muppets can have different points of view.

Supplies: the *Sesame Street* show (no segment in particular), note sent home to family members describing what to look for and what questions to ask

1. Use the characters on the *Sesame Street* show to help the children understand that everyone can have different points of view and that it's OK to express your opinion. For example, many times Bert and Ernie have different opinions (or ways of looking at things) but still continue to be friends.

With Three-Year-Olds

While watching the *Sesame Street* show, you'll need to help the children pick out the different points of view. For example, "Bert wants to go to the movies because he wants to see the new movie. Ernie wants to stay home and bake cookies. What should they do?"

With Families

Encourage family members to use the characters on the *Sesame Street* show to help children recognize times when Muppets are expressing different opinions. Provide family members with some ideas that will help them talk with their children. For example, "Look for a time when Muppets argue but eventually settle their differences." "Look for a time when one Muppet may feel a different way than the others."

The Weather Outside Is...

The children will predict and express their different opinions about the next day's weather.

Supplies: a long piece of paper, a marker

1. Encourage the children to join you to look out the window, or do this activity while you and the children are outdoors. Ask the children to describe the day's weather. Guide them to use vocabulary that will describe the weather, such as *hot, humid, sunny, cloudy, rainy, snowy, drizzling, icy, cold,* or *windy*. You can write down on a piece of paper what the children tell you, in their own words.

2. Ask the children to predict the next day's weather. Encourage the children to share their *opinions* and tell you why. Write down what they say in their own words. Remember to accept all the children's answers.

3. The next day, ask the children to describe what the weather is like and then compare what they say to what they predicted. Remember to reassure children that everyone has an opinion

and there are never any wrong answers. This is an activity that can be done routinely and will help children to use cues around them to predict what may happen.

With Three-Year-Olds

Talking about the weather is an easy way for children to begin to predict things about the world around them. Looking at pictures will help them use words to describe the weather. You may have a picture of a sunny day, a cloudy day, or a snowy day, for example.

Reading and Doing

The children will talk about how the characters in the book express their different points of view.

Supplies: a children's book that shows how characters can have different points of view in everyday situations (see the **Different Points of View** goal booklist for suggestions), an unclear picture from a magazine or newspaper or draw your own picture (it could just be several shapes drawn together)

1. Read with the children one of the suggested books that shows characters having different points of view. While reading the book, ask children to consider each character's viewpoint. For example, "What does he like about the country?" "What does she like about the city?" "How are they different?"

2. Show children a picture from a magazine or a newspaper that isn't clear or draw something yourself. Ask the children to use their imaginations and share with one another what they think the picture or drawing is all about. Encourage children to give their points of view. There are no right or wrong answers.

With Three-Year-Olds

Understanding someone else's point of view is still not an easy idea for children to accept. Ask plenty of questions that will help children realize the characters' different points of view.

How Others Feel

GOALS Different Points of View, Imagination

OBJECTIVES Children will:
- share their different points of view
- consider how others feel in different situations

Portraits

The children will paint portraits of one another.

Supplies: a long piece of paper, paints, paintbrushes, marker

1. Put out the paints and paintbrushes in an area of your room. As the children come into the area, suggest that they try making *portraits*, which are paintings of each other. You can also try this activity outdoors.

2. Guide each pair of children by giving them ideas on how to use the materials and by asking questions that give choices. For example, "Alba, what paint colors do you want to use to paint Prema?" "What do you want Prema to do while you paint a picture of her? Do you want her to stand up or sit down?" After both children have completed portraits of each other, ask the children to talk about the pictures they painted. "Prema, what is Alba doing in your painting?" "What is she wearing?" "Alba, what do you think about the painting Prema made of you?" Write down what the children tell you, in their own words.

3. Help the children understand how they may see each other in different yet special ways. Leave the paintings in an area where all the children can see them so they can talk to each other about them.

With Three-Year-Olds

This is a wonderful way to get children to work together easily. You may have to give them specific ideas to help them draw a portrait of the other child. "Aya, do you want Ip-Lui to wear a hat?" "What color do you want to make his hat?" The children don't have to finish their portraits right away, they can complete them later in the day or at another time.

Reading and Doing

The children will share their points of view with one another while they use their imaginations.

Supplies: a book where children can use their imaginations and share their points of view (see the **Different Points of View** goal booklist for suggestions), cotton balls, paper, glue

1. Read one of the suggested books where children have to use their imaginations while looking at the pictures or listening to the poems or story. As you show the children the pictures, ask them to tell you about them and describe what they think they see. There should be no wrong answers—children are using their imaginations and sharing their points of view. If the children are listening to poems or a story where they have to use their imaginations, ask them how they feel while they're listening to the rhythm or what they think will happen next.

2. Later in the day or on another day, the children can share their points of view just like when they were "reading" a book with you. Invite the children to join you in going outdoors on a cloudy day, and ask them to look at the clouds and share what they think some of the clouds look like. When they return, encourage them to use cotton balls and paper to make their own cloud pictures. Ask children to talk about their pictures.

With Three-Year-Olds

Children enjoy listening to stories where they can use their imaginations, as long as the stories aren't too long or too wordy. Ask them questions as they're looking at each picture to help them share their points of view. If you're reading poems, introduce one at a time.

Point of View Stories

The children will consider different points of view with short Muppet stories.

Supplies: paper to write the stories, pictures of the Muppet characters (from the "Meet the *Sesame Street* Muppets " poster) or Muppet puppets

1. Write one or two of the following stories down on a piece of long paper. Invite a small group of children to join you in a quiet area of the room. Read a story with a lot of feeling. Use the pictures of the Muppets or the Muppet puppets to help you act out the stories.

2. Here are the three short stories:

The Elmo Story

Elmo drew a beautiful picture
about his trip to the zoo. He
wanted to show it to someone
and talk about it, but
everybody looked too busy.

Ask the children to think about how Elmo feels. Encourage the children to describe to you lots of ways Elmo might feel. Then ask them to suggest ways to help Elmo.

The Oscar Story

Oscar got up one morning because
Cookie Monster was knocking
on his lid. Cookie Monster

continued on page 20

210

continued from page 19

wanted him to come out, but Oscar
didn't feel like it that day.

Ask the children to think about why Oscar may not have wanted to come out of his garbage can that day. Talk with them about times that they may not want to do something, such as going to school or eating a particular food. Ask them to tell each other what Oscar should do and what Cookie Monster should do.

The Big Bird Story

Big Bird was so happy today.
He had waited a long time, and finally he was going to visit Mr.
Snuffleupagus at the new park
they built across the street. It had
taken so long, but the park
would be open today.

Ask the children to talk about how Big Bird feels today. How do they think he felt while he watched the park being built.

2. For each of the stories, encourage children to give their points of view. Remember, there are no right or wrong answers. You can write down what the children say in their own words.

With Three-Year-Olds

The stories are simple enough for children to give an opinion, but they may need you to ask them some questions to help them along. "It looks like Elmo took a lot of time to make his picture. Do you think he likes his picture? Why?"

With Families

Send one of the stories home with the children, either in a note or in your newsletter. Give family members directions and suggested questions they can ask their children to encourage them to express their opinions (especially if there are several children in the household). Encourage family members to give their own opinions, too. Remind them that there are no right or wrong answers.

Learning About Symbols

BEST COPY AVAILABLE

©1993 Jim Henson Productions, Inc.

Learning About Symbols

Letters 1-10
[illegible]
[illegible]
[illegible]

BEST COPY AVAILABLE

Letters

Children become familiar with words and use them long before they recognize letters and sounds. Recognizing the different letters and their sounds is fun for some older preschool children, but it shouldn't be over-emphasized or replace other constructive and meaningful experiences.

Tips

Introduce letters slowly and one letter at a time.

When introducing individual letters to children, start off with a word that's familiar to each child, for example, the first letter of her or his name. Stay with one letter for awhile.

All letters being introduced should be shown in a word and highlighted with a marker.

For example, if you're introducing the letter "**D**," and a child in your room has a name that starts with "**D**," write the child's name, highlighting the **D**. Always introduce the letter with common objects and words that use that letter.

After introducing a letter, always do an activity about things that begin with that letter.

For example, if you're introducing the letter "**C**," have an activity where children can make and/or eat a piece of cake (show them the cake along with the sign for the word cake and highlight the "**C**" in **C**ake). Follow it up by going to the supermarket and exploring all the different kinds of "**C**akes" and "**C**ookies" they see in the cake and cookie aisles. Explore looking at the different kinds of "**C**ars," and watch the *Sesame Street* show when the letter "**C**" is introduced. Use alphabet books to help children recognize what letters look like. Don't worry if at the end of all these activities the children don't learn to identify the particular letter, just the experience is enough.

Encourage children to notice that letters are a part of the world of words.

continued on next page

continued from preivious page

Place the printed alphabet around the room so children can become aware of the different forms of letters. Also have plenty of signs with sight words around the room with the first letter of the word highlighted. Remember that children don't have to actually name the letters all at one time. Make the alphabet song part of the many songs you and the children sing together. It's not unusual that children will skip over the middle part of the alphabet or mix the letters all together. Watch the *Sesame Street* show with the children and follow it up with one of the related activities.

Explore the forms of letters in creative ways rather than by just repeating the names of letters.

Children can have fun forming letters by using a variety of materials that will encourage them to use their five senses. For example, use sand paper or sponge cut-outs of letters, clay and pipe cleaners that can be shaped into letters, and sand or shaving cream to form letters. All these materials encourage children to easily explore the shapes of letters and their names within their everyday routine.

Encourage children to become familiar with letters they'll often see.

Children will remember and use letters they see more often and are meaningful to them, such as the first letter of their name or of a common food product they eat or drink everyday ("**M**" is for "**M**ilk").

Let the children feel comfortable with letters—remember, don't rush!

Children will have plenty of time to learn all the letters of the alphabet as they get older. Also, keep in mind that children for whom English is not their first language may be familiar with a different type of alphabet.

Recognizing the different letters and sounds, and the words and objects that go along with them, is fun for children and an important part of learning to read and write.

Children's Books

A-B-C-ing by Janet Beller (Crown, 1984). Action words are given for each letter of the alphabet, and exciting photographs show children involved in these different actions.
Ages: 3-5

Action Alphabet by Marty Neumeier and Byron Glaser (Greenwillow, 1985). Upper and lower case letters are written on each page. A single word that begins with the letter is also shown. Simple and clever pictures are in black and white.
Ages: 3-5

Alphabatics by Susy MacDonald (Bradbury, 1986). Series of three or four bright, colorful pictures show each letter becoming an object or animal. For example, H gradually turns into a house and T gradually turns into a tree.
Ages: 4-5

A, My Name Is Annabelle: A Sesame Street Alphabet Book by Michaela Muntean. Illustrated by Tom Brannon (Random House, 1986) . Each letter introduces a different character from *Sesame Street*, for example, E for Ernie and O for Oscar.
Ages: 3-5

Animal Alphabet by Bert Kitchen (Dial, 1984). The reader must guess the name of the animal pictured on each page. The animal's name begins with the letter shown.
Ages: 3-5

Animal Capers by Kerry Argent (Dial, 1989). A colorful animal picture is shown for each letter of the alphabet.
Ages: 3-5

The Calypso Alphabet by John Agard, illustrated by Jennifer Bent (Henry Holt and Company, 1989). This colorful alphabet book uses the sights and sounds of the Caribbean to illustrate the letters.
Ages: 4-5

Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault. Illustrated by Lois Ehlert (Simon & Schuster, 1989). This alphabet book tells a story with rhythm and rhyme about what happens when the alphabet letters climb up a coconut tree. Colorful and appealing pictures help tell the story.
Ages: 3-5

City Seen from A to Z by Rachel Isadora (Mulberry, 1983). Black and white drawings show people and things in the city for each letter of the alphabet.
Ages: 3-5

Eating the Alphabet: Fruits and Vegetables from A-Z by Lois Ehlert (Harcourt Brace Jovanovich, 1989). This alphabet book introduces the letters with the names of fruit and vegetables. Each food is pictured with very colorful drawings.
Ages: 3-5

continued on next page

continued from previous page

Helen Oxenbury's ABC of Things by Helen Oxenbury (Delacorte, 1983). One or more simple words go along with pictures of familiar things to represent each letter of the alphabet.

Ages: 3-5

Jambo Means Hello: Swahili Alphabet Book by Muriel Feelings. Pictures by Tom Feelings (Dial, 1974). This beautiful alphabet book gives Swahili words for each letter, from *arusi* (a wedding) to *zeze* (a stringed instrument), describing and illustrating each word.

Ages: 3-5

John Burningham's ABC by John Burningham (Crown, 1986). An animal, object, or thing is pictured for each letter of the alphabet.

Ages: 3-5

Old Black Fly by Jim Aylesworth. Illustrated by Stephen Gammell (Holt, 1992). Rhyming text and illustrations follow a fly through the alphabet as the fly has a bad day landing where it shouldn't be.

Ages: 4-5

Where Is Everybody? An Animal Alphabet by Eve Merriam. Illustrated by Diane de Groat (Simon & Schuster, 1989). An animal for each letter of the alphabet is shown in a particular place to answer the question in the book's title. For example, the kangaroo is in the kitchen and the tiger is in the taxi.

Ages: 3-5

Letters Everywhere

GOALS [illegible]

OBJECTIVES [illegible]
- [illegible] words.
- [illegible] letters make up words.

These activities can be used to explore any letter. Select a letter that the children have some previous experience with, that you've been focusing on, and/or that was featured on a Sesame Street *show you watched with the children.*

These activities aren't appropriate for three-year-olds. You may, however, share several of the books recommended in the ***Letters*** *goal booklist or any of your own alphabet books with the children. They can look through them as you read the book while they have fun trying to recognize what letters look like.*

Letter Search

The children will search for a particular letter in a large print article.

Supplies: cut-outs of large print articles from children's magazines or easy-to-read brochures, scissors, paper for a few signs, crayons or markers

1. Invite the children to go on a letter hunt, exploring how individual letters can make up words. Cut out a few large print articles. Write the letter you want the children to find on a small sign with a marker.

2. Also, have a sign with a common object word children have seen before along with its picture. For example, for the letter "**B**," the word "**B**ear" and a picture of a bear.

3. Explain to a small group of no more than three children that they're going to hunt for the letter, and show the children the sign you've made. Let the children "read" the word and letter. Give the children one of the articles and encourage them to hunt for the letter. You can help children by looking for the letter with each child. It doesn't matter if they find the letter in the beginning, middle, or end of the word. Once a child finds the letter, he or she can use a crayon to mark the letter. Guide the children to look for as many words as they can that have the letter.

With Families

Send a note home or write in your newsletter about the letter you and the children are searching for. You can even send home a cut-out of the letter with each child. Encourage family

continued on page 6

BEST COPY AVAILABLE

continued from page 5

members to help their child find the letter as they're taking a walk, shopping, looking through a magazine, or watching the *Sesame Street* show. Remind family members that this is a fun activity just to get children familiar with letters. Their child doesn't have to read words or identify the entire alphabet.

Letter Grab Bag

The children will search for a specific letter with signs and objects around the room.

Supplies: a bag for each child, small signs around the room identifying different small and large objects including several in which the word uses the letter the children are looking for, marker

1. On each child's bag, print the letter you're focusing on. Once again, remember to have a sign with the letter highlighted at the top and one common object word that uses that letter at the beginning of the word. Before the children arrive, place signs around the room on all kinds of objects that are at children's eye level. Make sure you include several objects that start with the letter you're focusing on.

2. As children arrive, give each a paper bag with the letter printed brightly on it. Guide and demonstrate for the children the way they can look around the room and find objects that start with the letter they have written on their bag. Let the children "read" the letter they're looking for. Children can put small objects they find with their letter inside their bag. If they find a larger object with their letter, you can write the word on their bag and highlight the first letter of the word. After a while, the children can share the things they found and "read" the words.

Package Letter

The children will search for a specific letter using food packages.

Supplies: a collection of clean, nonbreakable empty food containers or packages, such as cereal boxes, juice containers, frozen food packages, cookie wrappers; scissors, paper, marker

1. Collect as many food containers as possible. You can even ask family members to donate some. Remember to use only containers that are clean and nonbreakable; never use containers that held harmful chemical ingredients.

2. Place containers around an area of your room at the children's eye level. Invite a small group of children to join you on a food "letter search." Give each child a paper cut-out of the letter you've been working on. Encourage children to find packages that have a word that starts with the letter. Ask

children to talk about the food packages that have the letter.

Reading and Doing

The children will make their own letter book after listening to a story.

Supplies: a children's book about the alphabet that shows how letters make up words (see the **Letters** goal booklist for suggestions), paper, glue, scissors, pictures of common things from magazines or newspapers whose word uses the letter the children are working on, hole puncher, yarn, marker

1. Read with two or three children at a time one of the suggested books about the alphabet. Invite the children to "read" along with you.

2. Afterward, show the children the page in the book where the letter you're working on is clearly shown, and invite the children to make their own "letter book." You and the children can tie several sheets of paper together with yarn to make each book.

3. On the cover of each book, write the letter you and the children are working on. Children can put their name and/or draw a picture on the cover, just like an author or illustrator.

4. Encourage the children to pick some of the pictures from your collection. The children can glue a picture on each page. Ask the children to tell you about the picture. For example, "What is it?" "What is it used for?" "Where can we find it?" Write what the children tell you in their own words, or ask the children to do their own "writing." Place the children's books with the other alphabet books, where children can "read" them.

These activities can be used to explore any letter. Select a letter the children have some previous experience with, that you've been focusing on, and/or that was featured on a Sesame Street *show you watched with the children.*

All of these activities are appropriate for three-year-olds as long as the emphasis is on exploring the forms of letters and not in recognizing and/or identifying letters.

Sponge Letter Paintings

The children will make sponge letter paintings.

Supplies: sponges, scissors, paint, tins, paper

1. Cut sponges into different-sized shapes of one letter from the alphabet. Put some paint in a few tins (you can have the children select the colors they wish to use). Place the different-sized sponge letters alongside the tin plates and the paper. Invite two or three children at one time to experiment with the sponge letters.

2. Introduce the letter you're using by showing one or two sight words along with their pictures on a small paper sign. Remember to highlight in a different color the letter you're introducing at the beginning of each sight word. Encourage the children to use the sponge letters and their imaginations to make beautiful letter paintings. The children can dip their sponge letters into the paint and gently press them on a piece of paper in all directions. Show the children how they can put letters on the *border* of the paper, the *corners* of the paper, the *middle* of the paper, and even make *upside down* letters!

3. Ask children to write their names on their sponge paintings, and display the children's paintings in an area where all of the children and their families can see them.

BEST COPY AVAILABLE

Letter Dance

The children will dance and then stand on letter cut-outs when the music stops.

Supplies: any kind of paper (wrapping, butcher, chart, or construction paper) for the letter cut-outs; scissors, clear contact paper, masking tape; record and record player, music cassette and tape recorder, or a radio

1. Using the paper you've chosen, make six or seven large cut-outs of the same letter. Cover each letter with clear contact paper.

2. Encourage the children to help you tape the letters to the floor at different spots around the room. Invite the children to tell you what the letter is. Have at least two sight words on paper signs along with their picture to help the children identify the letter.

3. Guide the children to stand around the room away from the letters. Explain to the children you're going to play some music and everyone can dance together. (Make sure you dance along with the children!) When you stop the music, the children should go to the *nearest* letter and stand directly on the letter. Each group can call out the name of the letter. Don't make it competitive, more than one child can stand on a letter at one time. Leave the letters on the floor, and use them over and over again with all kinds of music, or add other letters the children are getting acquainted with.

Now You See It, Now You Don't

The children will experiment with forming letters.

Supplies: a pie tin, cookie sheet or wide bake pan or tray, sand, salt, or shaving cream

Place enough sand, salt, or shaving cream on a pie tin, cookie sheet, or bake pan or tray for the children to experiment making different letters. Encourage the children to try dipping their fingers in the sand, salt, or shaving cream, and making a letter. Always demonstrate how to make a specific letter. The children can quickly wipe the letters away, and try again. The children can also just experiment with making shapes or scribbles in the sand, salt, or shaving cream. Encourage the children to find signs in the room that have the letter they're writing in the sand, salt, or shaving cream.

With Families

Send a note home, write in your newsletter, and/or demonstrate at pick-up or drop-off time, fun and simple ways that family members can introduce letters to their children. Suggest that families do this activity at home with their child, and that they look through the kitchen cabinets and/or take a walk around the supermarket with their child to find some food products that have the letter they wrote out

continued on page 10

continued from page 9

in the sand, salt or shaving cream.

Reading and Doing

The children will explore the world of letters with children's books.

Supplies: several of the children's books that use the alphabet in their story (see the **Letters** goal booklist for suggestions), paper, crayons, paint, magnetic letters (optional), chalk board and chalk (optional), tape recorder and blank cassette (optional)

1. Place the alphabet books next to areas where children can experiment with making letters. Place some books where children can write or paint so they can use them to get ideas while they're "writing." Place other books next to the manipulatives where there are magnetic letters or a chalk board and chalk.

2. Record one or two simple alphabet books and place them in a listening area along with the book, where children can listen to them on their own. Three-year-olds may need an adult to help them use the tape recorder.

Numbers

Recognizing, reciting, and learning the names of numbers are beginning steps to understanding what numbers represent. First, children learn the concept of the number one or two through actual experiences. Later, they learn to recognize the symbols. One of the most important things adults can do is to give children many and repeated experiences with handling small quantities of objects in play so that they have a real understanding of what one, two, three and other small numbers mean.

Tips

Encourage children to recognize how numbers are part of their world.

Children can begin to notice how words and numbers are different by going on number hunts. Walk around the neighborhood and help the children find all the places where they can find numbers, such as on license plates, on building addresses, on street signs, on telephones, on labels to display the cost of items, or weight scales.

continued on next page

©1993 Jim Henson Productions, Inc.

continued from previous page

Let the children experiment with counting skills in spontaneous or everyday situations.

As children are involved in activities all around the room, involve the use of numbers and counting. As children build with blocks ask them to count how many blocks. Place counting books all around the room, or read books that use numbers and get the children involved by asking them to "read" along with you. Children can sort pictures of different items and then count how many are in each group. They can have opportunities to count how many children are present and how many are absent.

These books use imaginative ways to teach children about counting, either of numbers or things.

1, 2, 3 to the Zoo by Eric Carle (Philomel, 1989). This wordless counting book teaches the numbers 1 to 10. Each train car adds another zoo animal to the train from 1 elephant to 10 birds.

Ages: 3-5

1 One-Year-Old: Counting Children 1 to 10 by Juliet Bawden and Helen Pask (Holt, 1989). Photographs show 1 one-year-old, 2 two-year-olds, up to 10 ten-year-olds, in various situations. The children are of different races.

Ages: 3-5

Anno's Counting Book by Mitsumasa Anno (Harper, 1975). This wordless counting book, including a page for zero, shows different numbers of things in each beautiful picture.

Ages: 4-5

The Bus Stop by Nancy Heller (Orchard Books, 1988). On each page, the line at the bus stop gets longer and longer (up to the number seven), until the bus arrives and takes everyone away.

Ages: 3-5

Counting Wildflowers by Bruce McMillan (Lothrop, 1986). This counting book shows different kinds and different colors of wildflowers.

Ages: 3-5

Fish Eyes: A Book You Can Count On by Lois Ehlert (Harcourt Brace Jovanovich, 1990). This book shows 1 to 10 very colorful fish with big and interesting eyes.

Ages: 3-5

Five Little Ducks by Raffi. Illustrated by José Aruego and Ariane Dewey (Crown, 1989). This book contains the words, the music, and colorful illustrations for the familiar "Five little ducks went out one day..." song, and encourages children to count down from five to zero.

Ages: 3-5

Five Little Monkeys Jumping on the Bed by Eileen Christelow (Clarion, 1989). In this counting book of the familiar song, one by one, five little jumping monkeys fall off the bed and bump their heads.

Ages: 3-5

Kipper's Toybox by Mick Inkpen (Harcourt Brace Jovanovich, 1992). This story, which has lots of counting in it, is about strange things that happen to a boy's toybox.

Ages: 4-5

Moja Means One: Swahili Counting Book by Muriel Feelings. Illustrations by Tom Feelings (Dial, 1971). This counting book illustrates the numbers 1 to 10 using the sights and sounds of East Africa.

Ages: 4-5

continued on next page

continued from previous page

Mouse Count by Ellen Stoll Walsh (Harcourt Brace Jovanovich, 1991). This counting book is actually a story about a snake who collects 10 mice in a jar and plans to eat them. But the mice escape.

Ages: 3-5

Off and Counting by Sally Noll (Penguin, 1984). As a wind-up frog hops from page to page, the numbers 1 to 10 are shown with words and familiar children's toys.

Ages: 3-5

1 Hunter by Pat Hutchins (Greenwillow, 1982). Funny cartoons introduce the numbers 1 to 10. Jungle animals appear on each numbered page.

Ages: 3-5

One Rubber Duckie: A Sesame Street Counting Book (Random House/CTW, 1982). Photographs show the Muppets with items from 1 rubber duckie up to 10 tiny Twiddlebugs.

Ages: 3-5

One Smiling Grandma by Ann Marie Linden and Lynne Russel (Dial Books for Young Readers, 1992). This counting book uses colorful illustrations to show the different things a Caribbean girl sees in the world around her.

Ages: 3-5

One White Sail by S.T. Garne. Illustrations by Lisa Etre (Green Tiger Press, 1992). Different Caribbean scenes illustrate a poem that counts from 1 to 10.

Ages: 3-5

Over in the Meadow by Ezra Jack Keats (Scholastic, 1971). This rhyming book is about different numbers of animals in a meadow.

Ages: 3-5

The Right Number of Elephants by Jeff Sheppard. Illustrations by Felicia Bond (Harper, 1990). This funny counting book counts backward from 10 to 1, always asking how many elephants are needed to do things, such as paint the ceiling or play a fast game of cards.

Ages: 4-5

Roll Over! A Counting Song by Merle Peek (Clarion, 1981). This counting song book is about nine animals sharing a little boy's bed. One by one the animals roll over and fall out, until at last the boy is alone and can go to sleep.

Ages: 3-5

Rooster's Off to See the World by Eric Carle (Picture Book Studio, 1972). Rooster meets five different animals as he sets off to see the world. Then the animals leave Rooster alone to go on his trip by himself.

Ages: 4-5

Ten, Nine, Eight by Molly Bang (Greenwillow, 1983). This lullaby rhyme counts down from 10 to 1, as it tells the story of a young African-American girl getting ready to go to bed.

Ages: 3-5

The Very Hungry Caterpillar by Eric Carle (World Publishing Company, 1969). This book traces the life of a caterpillar, beginning with the hatching of its egg. The newborn caterpillar is very hungry, and bright illustrations show the different foods he eats. In the end, he makes a cocoon, and emerges a beautiful butterfly.

Ages: 3-5

Who's Counting? by Nancy Tafuri (Greenwillow, 1986). Familiar animals and objects introduce the numbers 1 to 10. Colorful drawings clearly show the correct number of items.

Age: 3

Numbers All the Time

GOALS Numbers, Thinking About What We See

OBJECTIVES Children will:
- explore the use of numbers

Table Count

The children will count how many children are present to help set up for snack time.

Supplies: plates, glasses, spoons and napkins used during snack time; paper cut-outs of numbers, masking tape, paper

1. Use setting the table during meal or snack time as a way to introduce children to numbers in everyday situations. Ask different children each day to be "helpers."

2. Encourage at least two helpers to count how many children are present so they know how many plates, glasses, spoons (and/or forks) and napkins to put on each table. Guide the children to consider that for every child they count, they must provide one plate, one glass, one spoon, and one napkin. "Eva, how many plates should we put for each child?" "How many glasses?"

3. Have available paper cut-outs of numbers with a small piece of masking tape in the back of each number and a small paper sign next to the children's snack table(s) with the sentences:

Our Serving Chart

Today we need (number) plates
because we have (number) children.

Today we need (number) glasses
because we have (number) children.

4. As the children become more familiar with using the Serving Chart, you can help them explore if there are *more* or *fewer* children in the room *today* than *yesterday*? Or encourage the children to guess how many children there will be *tomorrow*. The Serving Chart can be expanded to include such sentences as:

Our Serving Chart

Today we need (number) plates
because we have (number) children.

Yesterday we needed (number) plates
because we had (number) children.

Tomorrow we will need (*number*)
plates because we think we will have
(number) children.

continued on page 16

BEST COPY AVAILABLE

continued from page 15

With Three-Year-Olds

Children are just learning the first steps to counting. They should count the number of children that are present immediately before setting the table. Encourage the children to actually tap a child as they're counting to find out how many plates they'll need. If a child loses track while counting, ask the child to count with you. Use a Serving Chart that only concentrates on how many children and plates are needed for that day; don't introduce the concepts of "yesterday" or "tomorrow."

Sorting and Counting

The children will have opportunities to sort and count items.

Supplies: a collection of three or four different sets of small common objects (they don't have to have the same number of items), such as small blocks, rubber washers, coins, popsicle sticks; a big paper or cloth bag; at least one small plastic container for each set

1. Collect small items that children can use to sort into different groups and count how many they have in each group. Put all the items into one big paper or cloth bag. Place the bag in an area where children can sit down and sort the items. Put the small plastic containers next to the bag.

2. Invite a small group of children to sort the items. Ask the children to pick items without looking inside the bag. You can ask the children to guess what the items are and how they feel. For example, "Does it feel *round* or *square*?" "Does it feel *smooth* or *rough*?"

3. As the children take out the items, ask them to put all the things that are the *same* into one plastic container. Afterward, the children can count to see how many things they found that are the same. You can always make this interesting by changing the number of items inside the bag. You can also ask the children to sort different-sized rubber or metal washers. For example, children can sort all the *small* washers, *medium*-sized washers, and *large* washers and then count how many are in each group.

With Three-Year-Olds

Always use objects that are familiar to children. They should begin by sorting two groups of items, with no more than five or six items in each group. As they get more practice, you can increase the number of groups and items in each group.

Reading and Doing

The children will join in counting while "reading" a story together.

Supplies: a children's book where the children can count along with you (see the **Numbers** goal booklist for suggestions)

Read with the children one of the suggested books about numbers. Invite the children to count along with you, as well as predict what number will come next. Don't be concerned if some children need to use their fingers while they're counting. If the story uses a song, invite the children to sing along and move around as they're counting. Or if the story is one that the children can act out as you're reading, encourage them to do so. For example, if the story is talking about animals rolling out of bed, the children can make-believe they're rolling out of a bed.

With Three-Year-Olds

Select only a few books that you can read over and over again so the children become very familiar with them. This will help children join in the songs or act out the story easily.

Numbers All Around

The children will have opportunities to use counting skills at home in everyday situations.

Supplies: a note sent home, an item in your newsletter, or a suggestion to family members at pick-up or drop-off time about how they can encourage their child to count at home

Take a walk around your room with a small group of children. Ask them to find all the places where they can see numbers, such as on the calendar, on the clock, on television channels.

With Three-Year-Olds

While looking for items around their home, family members should only ask questions about how many items their child has found.

With Families

Encourage family members to introduce their child to the world of numbers. Send a note home, put an item in your newsletter, or suggest at pick-up or drop-off time how they can do this. Family members can ask their child to help put away items after visiting the grocery store or supermarket. Children can count how many things need to go in the refrigerator or how many different kinds of vegetables were bought. Or they can hide several of the same items around the house and encourage children to find all the items. For example, a family member can hide seven socks and then ask their child to find them. As the child finds the socks a family member can ask such questions as, "How many socks did you find?" "Do we have to look for *more* socks? How many more socks do we have to look for?"

Hide and Find

The children will hide 10 items in the sand, and then encourage other children to find and count them.

Supplies: baby's tub filled with sand or salt or the sand table; water (optional), small objects around the room, paper, markers

1. Fill a baby's tub with enough sand or salt to hide several small objects so children can't easily see them, or use your room's sand table. You can wet the sand so that children will have to dig slightly to find the small objects.

2. Place a piece of paper next to the baby's tub or sand table. Invite two or three children to find *10* small objects around the room that they can hide in the sand. Give the children some suggestions such as crayons, small trucks, animal figures, interlocking blocks, or puzzle pieces. As children collect the different objects, write down on the chart paper what they've collected, for example, "2 crayons," "1 puzzle piece," "3 animal figures."

3. After the children have hidden the small objects in the sand, ask them to invite another two children who weren't involved in collecting the objects to the tub or table. You and the children who collected the objects can "read" the chart and tell the new children what objects are hidden in the sand. Children can hunt for the objects as the other children guide them along.

4. As the children find objects, ask plenty of questions that will help them think about the number of objects. For example, "How many animals did you find?" "Look at our chart, how many animals did we hide?" "Do we need to look for more animals?" As you play this game over and over again, you can make it more difficult by increasing the number of objects children collect and hide.

With-Three-Year-Olds

Introduce this activity to children by hiding only five different objects in the sand before they arrive. Write the number and type of objects you've hidden on paper. If possible, try to have a picture or drawing of each item. Invite children to search for the items as you and the children "read" the chart.

BEST COPY AVAILABLE

Reading and Doing

The children will explore how to count in other languages.

Supplies: a children's book that talks about counting in another language (see the **Numbers** goal booklist for suggestions)

1. Once children have had several experiences with numbers (counting) activities, you can introduce them to counting in other languages. Introduce only one language at a time. Read one of the suggested books with the children, and invite them to count along as you're reading. The children don't have to remember all the numbers, it's just a different way of counting.

2. Children can count in their new language during everyday activities, such as while taking attendance, deciding how many plates they need, or using blocks.

3. To get you and the children started, here's how to count to 10 in Spanish and Japanese.

Spanish Numbers

1 uno	6 seis
2 dos	7 siete
3 tres	8 ocho
4 cuatro	9 nueve
5 cinco	10 diez

Japanese Numbers

1 ichi	6 roku
2 ni	7 shichi
3 san	8 hachi
4 shi	9 ku
5 go	10 ju

With Three-Year-Olds

Introduce children to counting in other languages by only counting up to five.

Counting Collage

The children will make a collage and then count the different kinds of materials they used.

Supplies: several gift box tops or paper bags cut in half; glue; collage materials, such as newspaper, sandpaper, tissue paper, fabric, wrapping paper or other safe materials; scissors

Collect the supplies listed above. Cut the collage materials into small pieces. Encourage the children to talk about the different types of materials and the way they feel. The children can glue the collage pieces all around the gift box tops or paper bags. Afterward, the children can count how many pieces they used of each type of collage material. For example, "How many pieces of sandpaper did you use?" "How many pieces of fabric?" Display the children's collages all around the room.

continued on page 20

continued from page 19

With Three-Year-Olds

Children should have different kinds of materials, but no more than six of each type. As children gain more experience with numbers, you can introduce more of each item.

Numbers Prints

The children will make magical prints with sandpaper numbers.

Supplies: sandpaper in different textures, scissors, paper, crayons and/or chalk pieces, paper bags

1. Cut out sets of numbers from 1 to 10 (or higher if your children are experienced in counting past 10) from different textures of sandpaper. Have available enough sets so each child in your room can have a set of their own.

2. Invite two children at time to join you in making sandpaper number prints. Give each child their own set of numbers in a paper bag. You should have a set of your own, too. Encourage the children to take the numbers out and lay them on a table or the floor. Ask them to place the numbers in the correct sequence from 1 to 10.

3. Demonstrate for the children how to put a piece of paper over a set of numbers placed rough side up. Show the children how to rub the side of a crayon or a piece of chalk against the paper. They'll suddenly see their set of numbers appear—just like magic!

With Three-Year-Olds

Start off with number sets from one to three. As children become more experienced with numbers, you can add more sandpaper numbers to their bags.

With Families

Allow children to take their sandpaper numbers home. Send a note to family members asking them to encourage their children to show them how to make number prints.

As children get older and have more words to describe what they see, you can begin to introduce the concept of shapes. Understanding and naming shapes in their everyday world is something that happens slowly, and every child does it at her or his own pace. Children need to actually see the object, and be able to touch and move it, to understand what shapes are.

When learning about shapes, children should focus on only one concept at a time. It's difficult for children to learn about shapes while also talking about colors and/or size. A gradual understanding of shapes will also help children in the future as they begin to enjoy "reading" and "writing." As children start experimenting with writing, they'll make scribbles that they think look like circles, hearts, squares, and other shapes.

Tips

Help children to recognize and eventually identify different shapes all around them.

Children first learn to recognize shapes by sorting, matching, and grouping together common shapes such as circles, squares, triangles, and rectangles. Involve children in activities where they can find all the circles or all the squares. Make cardboard cut-outs of different block shapes, and as the children are putting away their blocks, they can sort and match the blocks to the shapes.

Encourage children to explore how different things around them can still have the same shape.

This a concept for older children that already have had experiences with shapes and are learning to identify them. Guide children with hands-on experiences and plenty of time to explore how two objects can be very different sizes, and do very different things, yet still have the same shape. Use objects around the room that will give the children sharp contrasts—for example, a plate and table can both be circles, a door and a big book can both be rectangles.

continued on next page

continued from previous page

Children can also explore how the same object can come in all different shapes. For example, tables can look like circles, squares, rectangles, and even triangles. Or how homes around the world come in different shapes, but people live in all of them.

Help children become interested in abstract shapes.

Children will eventually learn to identify circles, squares, triangles, and rectangles, but the world around them also has other interesting shapes. Children don't have to learn more abstract shapes, such as hexagons or octagons, but they should have the opportunity to explore them. Allow children to explore different patterns from other countries or cultures, such as Kente cloth or weaves from South America. Expose children to different types of art through library books or a trip to a children's museum. Invite the children to use their imaginations and talk about shapes by providing activities that encourage them to create abstract shapes, such as Straw Splash Paintings (you'll find this activity in "Thinking About What We See").

Connect & Explore

Make the connections between the activities in the set.

Share and explore the children's ideas related to the activities.

These books help children recognize the different shapes they see around them. Thinking about shapes helps children develop important skills they'll use in school and elsewhere.

Big Bird's Square Meal by Emily Thompson (Sesame Street/Golden Press, 1989). The first story in the book is about all the shapes Big Bird and his friends see when they go on a picnic. The second story, "Who Ever Heard of a Purple Puppy?" is about the colors of lots of things in the *Sesame Street* neighborhood.
Ages: 3-5

Circles, Triangles, and Squares by Tana Hoban (Macmillan, 1974). This wordless book uses black and white photographs to show different shapes in the everyday world.
Ages: 3-4

Color Zoo by Lois Ehlert (Harper, 1989). This book shows nine zoo animals, each made by different colors and shapes placed on top of one another.
Ages: 3-5

Look Around: A Book About Shapes by Leonard Fisher (Viking, 1987). This book shows basic shapes and images in everyday scenes that children will easily recognize.
Ages: 3-5

Moongame by Frank Asch (Prentice-Hall, 1988). Bear plays hide and seek with moon, and spots many objects that are circles like the moon. Finally, the moon comes out from its hiding place.
Ages: 3-5

The Secret Birthday Message by Eric Carle (Crowell, 1972). Tim's birthday message is in an envelope under his pillow. Inside the envelope is a note filled with words and shapes and an adventure!
Ages: 4-5

Shapes in Nature by Judy Feldman (Children's Press, 1991). This book is filled with photographs of real life things in nature, such as starfish and cherries, that have many different shapes.
Ages: 4-5

continued on next page

©1993 Jim Henson Productions, Inc.

continued from previous page

Shape Space by Catherine Falwell (Clarion, 1992). An African-American girl plays with and dances among different shapes.
Ages: 4-5

What the Moon Saw by Brian Wildsmith (Oxford University Press, 1978). Moon complains to sun that he's never seen earth. So sun shows him things like houses, cities and villages, people, and many different animals.
Ages: 3-5

A Wing on a Flea by Ed Emberley (Little Brown, 1961). This rhyming book describes familiar things a child plays with, likes, and eats that are shaped like triangles, rectangles, and circles.
Ages: 3-5

What Shape? by Debbie MacKinnon. Photographs by Anthea Sieveking (Dial, 1992). Eight toddlers discover different shapes in the things around them.
Ages: 3-5

Shapes All Around Us

GOALS [illegible]

OBJECTIVES Children will:
- explore and find shapes all around the room

Shape Twister

The children will create their own shape twister game, and call out different shapes as they play.

Supplies: a very large cardboard carton, scissors, masking tape, glue (optional), contact paper or wallpaper pieces, paper bag, construction paper

1. Use the cardboard carton to help the children create their own shape twister game. Before the children see it, cut open the carton, lay it flat on the floor, and cut off the folding flaps. Use masking tape all around the edges to tape the carton to the floor.

2. As children wander over to investigate the carton, invite them to cut out several large shapes (each about 6 inches wide), including circles, squares, triangles, and rectangles, that you've outlined on the contact paper or wallpaper pieces. They can then tape or glue the shapes all around the carton (guide them to glue the shapes so that they're about 4 inches apart). Other children can help you create the "caller's bag" (a paper bag) that should have several smaller shape cutouts made from construction paper.

3. Once the children have helped you make the twister board, it's time to play! Invite three or four children to play at one time. Some children can act as "callers," while no more than two or three children are on the twister board. The caller's job is to call out the shapes the children have to touch. The children can use their feet or hands to touch the different shapes. The children can move from shape to shape as they hear the caller announce the shapes. There are no winners or losers. Children should be encouraged to change roles from players to callers.

With Three-Year-Olds

Make the game yourself and surprise children by having it set up. You can be the caller, or children can help you take the shapes out of the bag and you can demonstrate what to call out. Use just two shapes the children are familiar with, such as a circle and a triangle. Encourage children to just jump from shape to shape. Be sure to show them the shape that was called out so that children can see and find it on the twister board.

continued on page 26

BEST COPY AVAILABLE

continued from page 25

Shape of the Month

The children will go on a monthly shape hunt.

Supplies: cut-outs of a circle, square, triangle, and rectangle, paper and marker (optional)

1. Have a monthly shape hunt where you and the children focus on finding all kinds of things with a chosen shape around your room and neighborhood. Allow the children to select which shape they want to hunt for that particular month, by showing them a cut-out of a circle, square, triangle, and rectangle (you may include other shapes such as oblong or hexagon if you want to make the hunt more difficult).

2. Start off by finding things around your room that have the particular shape you and the children have selected.

3. Take a walk around the neighborhood and encourage the children to find other things that have the shape of the month.

4. If you wish, you can keep a list of the things that children identify as having that shape, and keep it posted in an area where the children can "read" it. Watch how long it can get as they keep going on walks for a particular shape.

With Three-Year-Olds

Focus on only recognizing shapes and not necessarily identifying them. Always have a large cut-out of the shape you're looking for to guide the children. You may also help them by playing an "I Spy" game. For example, "I see something that has the shape of circle (hold up the circle cut-out) that we eat our food on."

With Families

Encourage family members to get involved in the monthly shape hunt by sending a note home or including a suggestion in your newsletter. They can look around the home with their child for objects that have that month's shape.

Reading and Doing

The children will search for a particular shape in the books they "read."

Supplies: several books that include a shape the children are exploring (see the **Shapes** goal booklist for suggestions)

As you and the children are exploring a shape, you can place the suggested books around the room. Encourage the children to find the shape you're talking about, and describe how it's being used in the story. For example, ask the children to find all the triangles in two or three books. Afterward, the children can talk about how some of the pictures they found are about signs, others about things we use, still others about animals. Try to have the children share their ideas on their own rather than asking too many questions.

With Three-Year-Olds

Select books that clearly show the shape the children are learning about. If the shapes are too abstract or in pictures of things the children aren't familiar with, they can become frustrated. Help the children describe what they see by asking simple questions.

Clay Shapes

The children will use clay to make different shapes.

Supplies: clay, cookie cutters in different shapes (you can even include some cutters with unusual shapes)

Place clay and some cookie cutters in different shapes in an area where children pretend they're cooking or running a store. Children will spontaneously involve the clay and cookie cutters in their make-believe play. Ask the children about the different shapes they created and how they're using them. For example, "What things did you make with the clay?" "What shapes are they?" "What are you using them for?"

With Three-Year-Olds

Use cookie cutters with shapes that the children are already familiar with and can describe easily. Plastic cookie cutters, rather than metal ones, are easier for children to use, and they're not sharp.

Abstract Shapes

GOALS [illegible]

OBJECTIVES [illegible]

- [illegible]
- [illegible] to create shapes

Reading and Doing

The children will search for different shapes at one time, and explore how shapes sometimes can be abstract.

Supplies: children's book(s) that talks about several different shapes and how shapes are around everything we see (see the **Shapes** goal booklist for suggestions)

1. Read with the children one of the suggested books about how shapes are all around in everyday things and places, such as in the things we eat, in nature, in the street. As you and the children are reading the book, ask the children to name some of the shapes they see. You can do this over and over again with different children's books.

2. Help children recognize that some shapes are harder to see or name. Show children some things are egg-shaped or shaped like a stop sign (*hexagon*), and some shapes can just be wavy or curvy lines. Remember, the children don't have to know the names of these different shapes, just have an opportunity to talk about them.

With Three-Year-Olds

At first, select a book(s) that shows children a variety of shapes they're familiar with, such as circles, squares, and triangles. Gradually, you can talk about other shapes, such as rectangles or more abstract ones.

More Shapes

The children will make shape collages using different materials.

Supplies: many pieces of fabric and/or wallpaper precut into different shapes, scissors, pie tins or shoe boxes, construction paper, glue

1. Collect many pieces of fabric and/or wallpaper that have different designs. You can ask family members to contribute old scarves or other articles of clothing, or contact local clothing factories, fabric stores, or wallpaper stores and ask them to donate leftover pieces and/or sample books.

2. Cut the fabric or wallpaper into different shapes that you've introduced to the children several times before. You

will have to precut the shapes because these materials can be difficult for young children to cut.

3. Once you've cut many pieces of different shapes, ask small groups of children to help you sort and place the different shapes into pie tins or shoe boxes.

4. Place the tins or shoe boxes in an area where small groups of children can sit comfortably. As children become interested, lay out some construction paper and glue. Encourage the children to glue the different shapes of fabric and/or wallpaper on construction paper.

5. When the children have completed their collages, encourage them to share their work with one another. "What shapes did you use in your collage?" "Who used the *most* triangles (or other shape) in their collage?" Hang the collages at the children's eye level so they can look at and talk about each other's work.

With Families

Suggest that family members help their children create collages. Describe this activity in a note you send home or in your newsletter. Instead of using fabric and/or wallpaper, suggest that family members precut shapes from newspapers, magazines, or wrapping paper.

With Three-Year-Olds

Place a picture of each shape in the pie tin or shoe box, so children can match the shapes easily as they sort them. Ask the children to show you the different shapes they used by asking about them, but don't expect them to name the shapes. "Deanice, could you show me all the triangles you used in your collage?" (Have a precut triangle available to show the children.)

Abstract Paint Blots

The children will make paint blots and describe the shapes they see in them.

Supplies: different colored paints, muffin tins, paintbrushes, drawing paper

1. Invite two or three children at a time to make paint blot pictures. Pour different colored paints into a muffin tin. Show children how to fold a piece of paper in half, and then open it.

2. Encourage children to wet their paintbrushes with plenty of paint (they can choose whether they want to use one color or mix colors). Then demonstrate how they can gently brush the paint onto the fold of the paper. They may have to wet their paint brushes several times to get enough paint on the fold.

continued on page 30

continued from page 29

3. Show them how to fold the paper again and then rub the two pieces together to create their very own and unique paint blot designs. Encourage children to use their imaginations to describe the shapes they see in their pictures. "What shapes do you see in your picture?" "Are they squiggly lines or curvy waves?" Write down what the children tell you in their own words, and ask them to write their names on their pictures.

With Three-Year-Olds

Allow children to experiment as much as they want with their designs. You can ask some guiding questions such as, "Can you find some lines?" "Some circles?" However, it's OK if children don't want to talk about their pictures.

Body Shapes

The children will use music to create shapes by moving their arms and legs in different ways.

Supplies: a record and record player, a tape recorder and music cassette, or the radio

Play some music that the children enjoy. Encourage children to use their bodies to make different shapes. The children can stretch their arms over their heads to make circles or stand with their feet spread apart and their arms on their hips to make triangles. Four children can lay on the floor (two horizontal and two vertical) to make a square.

With Three-Year-Olds

You may have to demonstrate for children how they can use their bodies to make different shapes. Make sure to call out the different names of the shapes as the children are using their bodies.

[redacted]

From an early age, children begin to make relationships between the spoken and written word. Whenever children become interested in and experiment with writing—whether it's just scribbles and/or a series of letter-like shapes—they're making connections between what they see and what they hear. They're on the way to becoming "writers." As children observe and explore books by turning pages, looking at pictures and/or imitating reading a story, they're already becoming "readers."

Words are everywhere in the children's environment, and they eagerly want to know them all. Children see words on street signs, on stores, on food labels, on television, in books, and elsewhere. As children have opportunities to see and use these words, they become increasingly familiar. The more experiences children have with words that are in their everyday world, the more likely they are to remember these words. This is the start of emergent literacy, or early reading and early writing.

[redacted]

Encourage children to recognize words that they see often, such as those around their community.

Each community is unique, and words can be very different from neighborhood to neighborhood. For example, in a city neighborhood, children will quickly become familiar with such street words as "Stop," "Walk," and "Don't Walk," while in a fishing community, such words as "fish," "bait," "boats," and "piers" are common words. Remember, it's important to help children become familiar with sight words that reflect their community and way of life. Place sight words along with the pictures of the objects all around the room.

Help children see their own words in printed form.

Children find it very exciting to see their own words suddenly appear in print. Encourage children to talk about their pictures and write their ideas down. Or encourage chil-

continued on next page

continued from previous page

dren to "write" and then talk with you about what they wrote. Create a news bulletin board where children can announce special things that are happening in their lives. Provide plenty of opportunities where children can create their own books, and display them around your room.

Be a model for your children by letting them see you reading and writing.

Make sure children see you showing an interest in reading and writing. Adults are their children's best role models. When children observe the important adults in their lives showing an interest in reading and writing, they're more likely to do the same. Allow children to see you reading and writing in everyday situations. Encourage family members to do the same and provide some suggestions. For example, children can help family members open their mail or "read" a magazine together.

Help children feel proud whenever they try to read or write.

Praise children frequently as they make any attempt at becoming "writers" or "readers." Ask children to read their scribbles, share and display their work, and show their work to their families.

These books are all fun and interesting, and contain easy and useful sight words that children can begin to learn by hearing and seeing them over and over again.

Baby Says by John Steptoe (Lothrop, Lee & Shepard, 1988). This simple book shows common words a baby and his brother use as they play together.
Ages: 3-5

Brown Bear, Brown Bear by Bill Martin, Jr. Illustrated by Eric Carle (Holt, 1983). Children love to read and reread this predictable language book about animals of different colors.
Ages: 3-5

The Cat in the Hat by Dr. Seuss (Random House, 1957). This is a silly story about a cat in the hat who visits two young Caucasian children. Dr. Seuss wrote it to present sight words in a fun way to young children.
Ages: 4-5

Come Out and Play, Little Mouse by Robert Kraus. Illustrated by José Aruego and Ariane Dewey (Greenwillow, 1987). Little mouse is too busy to listen to the voice asking him to come out and play. Then he finds that the voice belongs to the cat.
Ages: 3-5

Five Little Ducks by Raffi. Illustrated by José Aruego and Ariane Dewey (Crown, 1989). This book contains the words, music, and colorful illustrations for the familiar song about the five little ducks that went out to play.
Ages: 3-5

I Read Signs by Tana Hoban (Greenwillow, 1983). Photographs show common signs that we see around us, such as *stop, exit, walk,* and *don't walk.*
Ages: 3-5

continued on next page

©1993 Jim Henson Productions, Inc.

continued from previous page

Little Bear by Else Minarik Homelund. Illustrated by Maurice Sendak (Harper, 1957). An easy-to-read book about the funny adventures of Mother Bear and Little Bear.

Ages: 3-5

My House/Mi Casa: A Book in Two Languages by Rebecca Emberley (Little Brown, 1990). Easy words and phrases and bold colored pictures invite young children to learn basic English and Spanish words for things found in a house.

Ages: 3-5

My Friends by Taro Gomi (Chronicle Books, 1989). This is a predictable language book about all the different things a young Caucasian girl learns from her friends.

Ages: 3-5

Where's Spot? by Eric Hill (Putnam, 1980) Also available in Spanish as *¿Donde Esta Spot?* In this fun pop-up book, Spot's mother looks for him all around the house. She checks many places and finds animals who tell her "No," when she asks if Spot is here.

Ages: 3-5

GOALS

OBJECTIVES

Reading and Doing

The children will discover how words are all around us.

Supplies: a children's book that shows everyday things and their words (see the **Sight Words** goal booklist for suggestions), paper, markers

Read one of the suggested books that will encourage children to join in as you read it and that shows common words of everyday things children see or hear. While you're reading the book, help children find the words and their pictures of things the children see around their community. For example, if you're reading a book about signs, ask the children to select which signs they see around their neighborhood. Or if you're reading a book about things children play with, ask the children to find some of the objects around the room. Invite children to read along with you, especially the books that use easy phrases or words. Leave the book(s) in an area where children can "read" them again and again.

BEST COPY AVAILABLE

With Three-Year-Olds

The children will probably ask you to read the same book over and over again—that's OK. This is the way children begin to "read" on their own, as they imitate what you're doing and saying.

Sight Word Picture Collection

The children will use pictures and signs of their neighborhood during everyday play.

Supplies: a camera, paper, tape, marker

1. Create a sight word picture collection with your children. Since every community is different, it's important to create a picture collection of words that reflect your children's neighborhood.

2. Take a neighborhood walk or, if necessary, a field trip, where you and your children can look for words (street signs, billboards, or store signs, for

continued on page 37

continued from page 36

example). Encourage the children to try to predict what the words say. "That store has a big sign. Makiko, what things do you see in the window? What kind of store do you think it is?"

3. Take pictures of the places you and the children talked about and found in your walk. For example, take pictures of a bait store, a stop sign, a tall building.

4. Make a small sign naming the place or thing in the picture. Place the pictures with their signs all around your room at the children's eye level so children can incorporate them into their play. For example, place pictures where there are children's books or art materials, where children eat their snacks, or where children use dress-up clothes and props.

With Three-Year-Olds

Instead of placing all your pictures around the room at the same time, place just a few and keep changing them about every two or three weeks. Remember children don't have to recognize the words, just use the ideas from the pictures while they're playing.

Learning About Opposites

The children will explore opposites, such as "open" and "close," by finding items around the room.

Supplies: paper signs, markers, a long piece of paper

1. Introduce children to the world of opposites through sight words. Select simple opposites that will encourage children to experiment, for example, "open" and "close."

2. Invite a small group of children to explore the sight words "open" and "close" with you. Write each word on a separate paper sign and have available at least two examples of items that children can open and close, such as a shoe box with its lid, a book, a drawer.

3. Afterward, explore with your children other things around the room and/or outdoors that they find are "open" or "close." Ask children to bring some of the items (if they're small enough) next to a long piece of paper, and encourage them to decide whether to put the items under the "open" or "close" section. Write the names of the items the children find on the paper. This activity can be repeated with different opposites.

With Three-Year-Olds

Do the activity as written—children will especially enjoy the hands-on experiences.

With Families

Send a note home describing how you and the children are exploring things that "open" and "close." Encourage family members to explore with their children things around their home they can "open" and "close." Suggest family members talk about the different things they find and write down the names of the objects.

Colorful Words

The children will watch and write about how white flowers change color when they add food coloring.

Supplies: several liter soda bottles with their caps, white carnations or daises, food coloring, paper, markers, construction paper (optional)

1. Try a science experiment to introduce children to sight words about colors. Collect several liter soda bottles with their caps and several white carnations or daisies. You can ask family members to donate soda bottles, and ask your local florist, plant store, or nursery to contribute the flowers.

2. Invite a small group of children at a time to help you fill the soda bottles about three quarters with water. Encourage children to place about four drops of food coloring into each bottle (a different color for each bottle). Talk about what happens when you and the children shake the ingredients together. Ask the children to tell you what color they see, and write it on a piece of paper. If you wish, use construction paper of the same color to make the sign.

3. Show the children the carnations and talk about the different parts of the flower, as well as their color. Encourage the children to place a flower in each plastic bottle, and put the bottles in a sunny area with a long piece of paper next to each one. Invite the children to watch what happens to the flowers over a period of about three days (the flowers will change color).

4. Guide the children to notice the different changes as they happen, and write down their observations. "What color is the flower today?" "Is it *light* blue or *dark* blue?" "Why is the flower changing color?"

With Three-Year-Olds

Start the experiment with only one color that the children are familiar with. Eventually, as children become more familiar with different colors, you can add other colors.

Say It With Pictures

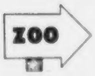
The children will tell about special events by creating a picture chart.

Supplies: a long piece of paper, marker, masking tape, collection of pictures

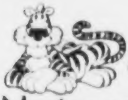
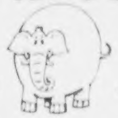
Create a Reubus chart (picture chart) after you and the children go on a neighborhood walk, field trip, or have a special event. A Reubus chart uses pictures along with words to tell a story. For example, if you and the children went on a field trip to the zoo, encourage them to talk about what they saw and experienced. It might look like this on a piece of long paper:

Our Zoo Trip

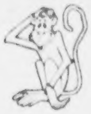
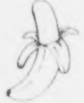
Yesterday we went to the



. Isabel saw a big


and a

.

Nestor saw a


eating a

.

You don't have to be an artist to make a Reubus chart, just collect plenty of pictures from magazines, old books, newspapers, stamps, or postcards. Create your own file of pictures that you can use over again. Store the pictures by subject, such as animals, people, places. Put the Reubus Charts you and the children create around the room so everyone can "read" about their special times.

With Three-Year-Olds

You may have to ask questions that will help the children talk about their trip. "Shatina, what was your favorite animal at the zoo?" "What was the elephant doing with his trunk?" "What was the monkey eating?"

Write a Story

The children will write their own creative story.

Supplies: a long piece of paper, marker, masking tape

1. Introduce children to open-ended stories that they can use their imagina-

tions to help complete. Invite the children to create their own story, just like the ones they read with you. On a long piece of paper write the following:

Our Story

Once upon a time there was a very, large lion
(let children fill in)

This very large lion was feeling sad.
(let children fill in)

The lion was sad because he had no friends.
(let children fill in)

One day he went to the ________________.
(let children fill in)

2. As you read it out loud to the children one line at a time, encourage them to fill in the blanks. Place the paper in an area where children can watch you write as they call out the words to finish each sentence.

3. The story can be as long or short as you and the children decide. As the children finish their story, "read" it together. You can save the story and add more lines on another day.

4. Leave the story in an area where children can "read" it over again and/or share it with family members at pick-up or drop-off time.

With Three-Year-Olds

As you read each line, encourage children to use their imaginations by asking some questions, for example, "What can be very, large?" "How do you think the lion feels?"

Play-Writes

The children will be encouraged to "write" while they're playing throughout the day.

Supplies: a supply of paper, crayons, markers, old magazines, scissors

1. Encourage children to "write" their own sight words while they're involved in dramatic play (role-playing or using their imaginations in make-believe situations). In the block area, you can place paper and markers to encourage children to "write" about the things they build. You can also place paper, crayons, and/or markers, old magazines and scissors in the area where there are children's books, next to a toy telephone, or by a Discovery Table.

2. Ask the children to tell you about the things they "write." Children can "write" and "read" their own creations as they use their imaginations.

continued on page 40

continued on page 39

With Three-Year-Olds

Always praise any attempt children make at reading or writing, even if it's just a scribble or a word they say while holding a book. Offer to write down what children tell you if they don't want to "write" on their own.

With Families

Suggest to family members at drop-off or pick-up time similar ideas they can use at home. Encourage family members to have plenty of blank paper, crayons or markers, and old magazines in areas around the house where their child frequently plays, watches television, or eats. Reassure family members that if rules are discussed beforehand, there's much less likelihood that their child will "scribble all over the walls."

Reading and Doing

The children will retell a story and see their words in print.

Supplies: a children's book that tells a simple story children can easily remember (see the **Sight Words** goal booklist for suggestions), paper, marker

1. Read with the children one of the suggested books where there's a clear beginning and end to the story. Since it's a simple story, children will have an easier time remembering parts of the story after you've read it together.

2. Ask the children to tell you the story. Encourage the children to tell the story in the order that it happened. Write down on paper, in the children's own words, what they tell you. Guide children by asking questions that will help them remember parts of the story. For example, "What happened first?" "Next?" "What did the two bears do together?"

3. After you write down the story as told by the children, encourage them to "read" the story. Place the paper next to the book so children can "read" their story, as well as the original. This can be done with any simple children's story.

With Three-Year-Olds

You may need to ask several more questions to help children remember the parts of the story. Don't ask the children to "read" their story back to you right away; by that time, they may want to do something else. Read it with them at another time.

Thinking Skills

BEST COPY AVAILABLE

©1993 Jim Henson Productions, Inc.

Thinking Skills

BEST COPY AVAILABLE

[illegible]

Children learn about the world around them by using all their senses. They touch, taste, see, smell, and hear. From the moment they're born, children are able to clearly hear what's happening around them, and usually it's a very exciting and noisy world!

As children have more and more opportunities to explore the world, they begin to imitate sounds they hear (such as the roaring of a truck, the barking of a dog, the zoom of a plane, or the honking of a car horn). Gradually, they also begin to name and/or describe these sounds and put them into words. ("The dog barks too loud." "The plane goes zoom." "The car is blowing the horn.")

Children also become very interested in the ways people speak to them and usually ask lots of questions—sometimes just to keep the conversation going. The more opportunities children have to explore the things they hear, the more curious they become. Children become more interested in listening to music, reading, poetry, rhymes, and chants, and they want to join in. This leads children to a greater understanding of how sounds can change. It gives them an opportunity to listen and talk about differences between volume, pitch, and tempo. Naming and discriminating between everyday sounds lays a foundation for the children's discovery of the world of reading and writing!

Tips

Encourage children to investigate different types of sounds.

Children should have opportunities to listen and identify sounds that they hear every day in their environment—from animal sounds to musical sounds. Guide children to describe the sounds, as well as tell the difference between sounds.

continued on next page

continued on previous page

Give children the words they need to describe sounds.

Very young children tend to describe sounds by the actual noise they make (Zoom! Meow! Ouch!). As children get older, you can help them find other descriptive words. Invite children to join in activities in which they have to describe sounds as they hear them. Encourage children to listen to the volume, pitch, and tempo of different kinds of sounds. Ask questions that will help them find the words. "Which sounds are *loud* or *soft*?" "Which are *high* or *low*?" "Which are *slow* or *fast*?"

Encourage children to listen and use sound patterns.

Share with the children different types of rhymes, poems, and chants that they can listen to and repeat. Encourage children to follow the rhythm or beat by moving their bodies or using rhythm sticks or an instrument.

These books encourage children to think about the sounds they hear.

Children's Books

Anna Banana: 101 Jump-Rope Rhymes by Joanna Cole. Illustrated by Alan Tiegreen (Morrow, 1989). Each rhyme, in this illustrated collection of jump-rope rhymes, goes with a certain kind of jumping game, such as straight jumping, actions, in and out, and others.

Ages: 4-5

Arroz Con Leche: Popular Songs and Rhymes from Latin America by Lulu Delacre (Orchard Books, 1992). This book is a collection of children's poems and songs from Mexico, Puerto Rico, and Argentina.

Ages: 3-5

Feathers for Lunch by Lois Ehlert (Harcourt Brace Jovanovich, 1990). In this story, a cat makes many different noises trying to catch birds in the backyard. In the end, the cat has to eat feathers for lunch.

Ages: 3-5

First Nursery Rhymes by Rodney Peppé (Oxford University Press, 1988). This book has 12 favorite nursery rhymes, each simply written and accompanied by cheerful illustrations.

Ages: 3-4

Honey, I Love by Eloise Greenfield. Illustrated by Diane and Leo Dillon. (Harper Collins, 1978). This is a book of beautiful love poems, written in the voices of young African-American girls.

Ages: 3-5

Jungle Sounds by Rebecca Emberley (Little, Brown, 1989). This colorful book shows the animals that live in the jungle and the sounds that they make.

Ages: 3-5

The Little Band by James Sage. Illustrated by Keiko Narahashi (McElderry, 1991). Children form a band and march along, spreading happiness to everyone who hears their music.

Ages: 3-5

The Little Dog Laughed and Other Nursery Rhymes illustrated by Lucy Cousins (E. P. Dutton, 1989). This collection of more than 50 favorite nursery rhymes has colorful and fun illustrations.

Ages: 3-5

Max the Music-Maker by Miriam B. Stecher and Alice Kandell (Lothrop, 1980). Max, a Caucasian boy, finds music indoors, outdoors, and especially in the instruments he makes for himself.

Ages: 3-5

Miss Mary Mack and Other Children's Street Rhymes by Joanna Cole and Stephanie Calmenson. Illustrated by Alan Tiegreen (Morrow, 1992). This is a collection of more than 100 rhymes, street games, and other activities.

Ages: 3-5

continued on next page

continued on previous page

Peanut Butter and Jelly by Nadine Westcott (Dutton, 1987). A book filled with chanting and movement.

Ages: 3-5

Play Rhymes by Marc Brown (Dutton, 1987). This book is filled with rhymes and pictures of how children can move their bodies to act out the rhymes.

Ages: 3-5

Hand Rhymes, Finger Rhymes, and Party Rhymes are titles of other books by Marc Brown that have rhymes that go along with hand, finger, and body movement games.

Ages: 3-5

Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr. and Eric Carle (Henry Holt, 1991). This is a predictable language book about animals and the sounds they make.

Ages: 3-5

17 Kings and 42 Elephants by Margaret Mahy (Dial, 1987). This book, about a trip through the jungle, has lots of rhymes and interesting sounding words in it.

Ages: 3-5

Stamp Your Feet Action Rhymes by Sarah Hayes. Illustrated by Toni Goffe (Lothrop Lee, 1988). This is a collection of foot-stamping, hand-clapping, and rocking nursery rhymes that children can move to.

Ages: 3-5

Thump, Thump, Rat-a-Tat-Tat by Gene Baer. Illustrated by Lois Ehlert (Harper & Row, 1989). This book is about the sounds a marching band makes as it gets closer, then moves away.

Ages: 3-5

The Very Quiet Cricket by Eric Carle (Philomel Books, 1990). A very small cricket wants to make sounds like the other animals it meets. But it can't chirp like the other crickets, hum like the bee, or whirr like the dragonfly. Finally, one day when the little cricket is no longer little, it learns how to chirp!

Ages: 3-5

We're Going on a Bear Hunt by Michael Rosen. Illustrated by Helen Oxenbury (Macmillan, 1989). This book encourages children to move and listen to directions, as they hear the rhythms of the language used to tell about going on a bear hunt.

Ages: 3-5

The Wheels on the Bus by Raffi. Illustrated by Sylvie Kantorovitz Wickstrom (Crown, 1988). *The Wheels on the Bus* by Maryann Kovalski (Little Brown, 1987). Here are two versions of the song about the sounds and sights on a bus as it travels along.

Ages: 3-5

Sounds All Around

GOALS Thinking About What We Hear, Listening

OBJECTIVES Children will:
- relate their movements to music
- identify common environmental sounds

Moving Sounds

The children will play a "stop and go" listening game to different types of music.

Supplies: record player or tape recorder, records or music cassettes of different types of music (some fast and some slow)

1. Invite the children to help you choose music that they generally enjoy dancing and/or just moving around to. Introduce the children to the Stop and Go game by explaining the way the game is played as you demonstrate it for them: "When the music is playing we can walk around, but when you hear the music stop, we all have to stop and *freeze* in our place."

2. Guide the children by trying the game out, repeating the way to play it. There should be no winners or losers in this game; if some children don't "freeze" when the music stops, just remind them "to listen carefully next time for when the music stops."

3. Challenge the children by not only playing different kinds of music but also by encouraging the children to listen to the *beat* of the music. For example, ask the children to listen to when the music has a *fast beat* and then to walk or jump up and down *quickly;* when they hear parts of the music where there is a *slow beat,* they can walk or jump up and down *slowly.* Encourage the children to announce to everyone when they hear a slow or fast beat.

With Three-Year-Olds

Listening for when the music speeds up and then slows down is a harder task for children this age. They also may not be able to stop moving immediately. That's OK—give them plenty of time to freeze in their places.

Reading and Doing

The children will listen to different kinds of rhymes and join in saying them.

Supplies: books that encourage children to recite different kinds of rhymes (see **Thinking About What We Hear**

continued on page 6

continued on from page 5

goal booklist for suggestions)

Read with the children one or two rhymes from the suggested books. Children will enjoy listening to and acting out the rhymes as they hear them over and over again. Encourage the children to "read" along with you and/or join in with just parts of the rhymes (possibly the parts that are repeated frequently). Reading rhymes can be done all around the room—even outdoors—and at different times of the day. Some rhymes can be used to clean up or to move from place to place. Most important is to let the children participate and catch the rhythm!

With Three-Year-Olds

Using rhymes along with movement is a wonderful way to get children to listen carefully for different kinds of rhythms. Most likely, it will be easier for them to join in when lines (refrains) are repeated and they can move along with the rhythm. Demonstrate the rhythm of the rhyme or use rhythm sticks (to tap out the rhythm) and encourage them to join in.

Moon Rhythm

The children will act out a rhyme using paper moons.

Supplies: yellow construction paper, crayons, scissors, clear contact paper (optional), a pair of wooden sticks or homemade maracas to create a steady beat

1. Invite the children to make a picture of a moon. Allow them to draw whatever size moon they like. Discuss with children all the different ways the moon can appear: as a *full moon*, as a *half moon*, or as a *quarter moon*. If possible, have pictures of the way the moon looks at each of these times or draw it on a piece of paper or on a chalkboard.

2. Talk with the children about the moon. "Chandran, when does the moon come out?" "Marguerite, do you think the moon is close or very far from us?" You can ask children to cover their moons with clear contact paper so they can use them over and over again.

3. Introduce the children to the following rhyme:

> "Hey, diddle, diddle. The cat and the fiddle! The cow *jumped over* the moon!"

4. Use a pair of sticks or homemade maracas to create a steady beat as you recite the rhyme together. Encourage the children to act out the rhyme using their moons. You and the children may repeat the rhyme and change the words: "The cow *hopped over, walked around, put her knees on.*" Get as creative or silly as you wish. Remember to keep the rhythm with sticks and/or have children take turns helping you

beat the rhythm.

With Three-Year-Olds

Children don't have to memorize the entire rhyme. They can join in when they want to or just listen to you say it as they act it out.

Sound Search

The children will be encouraged to explore sounds in their room.

Supplies: a note sent home or something written in your newsletter describing the activity

Suggest that the children try to discover where sounds are coming from. Take a walk around your room with a small group of children and encourage them to explore the sounds they hear. Ask children to talk about where each sound is coming from.

With Three-Year-Olds

As you explore the sounds around the room with a small group of children, ask questions that will help them think about the sounds they hear. For example, "I think I just heard a *banging* sound. Where do you think it's coming from?" As the children get used to listening to and identifying sounds, encourage them to search for sounds on their own.

With Families

Send a note home or write something in your newsletter suggesting to family members that they and their children explore the sounds that occur throughout their home every day. They can ask their children to close their eyes and listen for noises. Family members can help their children listen for such sounds as the shower running, birds chirping, the toilet flushing, garbage can lids clanking, a tractor starting up, or a toaster popping.

Not All Sounds Are the Same

GOALS Thinking About What We Hear

OBJECTIVES Children will:

- have opportunities to discriminate between different sounds

Experimenting With Sounds

The children will experiment with listening to and discriminating between different sounds using their homemade shake containers.

Supplies: empty frozen juice containers; items to fill the containers, such as rice, beans, pennies, sand, craft stick pieces, dried leaves, sugar cubes or seeds; paper signs; masking tape or glue; fabric, construction paper or wallpaper; marker; a note sent home to encourage families to save their frozen juice containers

1. Save frozen juice containers and/or send a note home asking family members to save them. Create a Sound Discrimination Discovery shelf. When the children aren't observing you, fill the juice containers with any of the items listed above. Fill each container with about two or three tablespoons of one item, or just enough to make a clear and distinct sound.

2. After filling each container, seal it with masking tape or glue a piece of fabric, construction paper, or wallpaper across the open end. For each container that you fill, write the name of the item on a paper sign. Also, write in small letters at the bottom of each container what's inside.

3. Invite small groups of children to explore the shake containers. Advise the children that you've put several things in the containers, and read the signs you made. Encourage the children to experiment with the containers and listen to the sounds they make. They can match the signs to the containers. You and the children can check the writing on the containers to see if they matched the sounds to the things inside.

With Three-Year-Olds

As the children explore the different sounds the containers make, ask questions that will guide them and give them choices. "Does this container make a *loud* or *soft* sound?" "Do you think this container has pennies, which make a loud sound, or sand, which makes a very soft sound?" You may even create two of the same containers (filled with the same item) so that after the children have explored the different sounds they all make, they can match the sound containers to one another.

Glass Sounds

The children will listen carefully for different sounds as they tap glasses or jars filled with water.

Supplies: three or four glasses or jelly or jam jars; butter knife, teaspoon, or pencil; water

1. This activity should always have an adult near the children at all times. Collect about three or four glasses or jars. Fill them with water at different levels (full, almost full, half full, two tablespoonsful), and place them on a table away from the edge.

2. Invite the children to explore the different sounds they can make by gently tapping the glasses with a butter knife, teaspoon, or pencil. Help the children by asking questions such as, "Which one makes the highest sound?" "Which one makes the lowest sound?"

With Three-Year-Olds

Show children how to tap the glasses gently as they explore.

With Families

Send a note home describing how you and the children are exploring different sounds. Explain how they can do the same activity at home with their children.

Whose Talking

The children will try to guess which are the different voices they hear on the tape.

Supplies: tape recorder, blank cassette

1. Invite a small group of no more than four children at one time to play a listening and guessing game. Explain that, using the tape recorder, each child will record a simple sentence on the blank tape. Then the children will listen to the tape and guess who's voice they hear.

2. Help the children decide what to say by asking for suggestions or by demonstrating one or two suggestions, such as "Hi, I like to play," or "We read a book today." After making the suggestions, ask the children to decide what they want to say. Practice it one or two times before actually beginning to record the children. Allow each child plenty of time to say their sentence.

3. Once all the children have had a chance to record their voices, rewind

continued on page 10

continued from page 9

the tape and play it back. Encourage the children to name the voice they hear, and to describe how each child said the sentence. "Did she or he laugh?" "Did she or he say it in a *soft* or *loud* voice?"

4. Afterward, you may place the tape in an area where the children can use the tape recorder (with some adult help) and listen to their friends' voices.

With Three-Year-Olds

Children will be very curious to try the tape recorder and will enjoy hearing their voices on tape. Guide them by suggesting simple phrases they can repeat, and suggest words they may use everyday, such as "I want to play," or "blocks," or "I'm happy."

Not All Sounds Are the Same

The children will act out a sound adventure, such as the one in the story.

Supplies: a children's book that talks about a sound adventure (see the **Thinking About What We Hear** goal booklist for suggestions)

1. Read with the children one of the suggested books about characters taking an adventure to a place full of interesting sounds, such as a jungle or a backyard. Talk with the children about the ways the characters take a sound adventure. For example, "What places did they visit?" "What things did they see and hear?" "What things did they take with them on their adventure?"

2. After you and the children finish reading the book, take the adventure around your room. For example, if the story was about a trip to the jungle, ask the children to act out the animals they may see and what they sound like.

With Three-Year-Olds

Ask children questions that will help them act out the story, such as "What places did they visit in the story?" "What place would you like to visit?" "What animals made lots of sounds in the story?" "What animals do you want to take on our adventure?" "What sounds do they make?"

Thinking About What We See

Children see a lot around them every day, but they need help in trying to understand what's happening. Children are extremely curious and explore by using their five senses. As children get older, they become interested in trying to describe what they see with words. Children should have plenty of opportunities to observe and think about such things as size, shape, color, weight, and height. Children also develop an interest in writing because they see it all around them, and they want to "write" just like older children and adults. Children gain self-confidence and a stronger sense of control when they can understand and join in all that's happening around them.

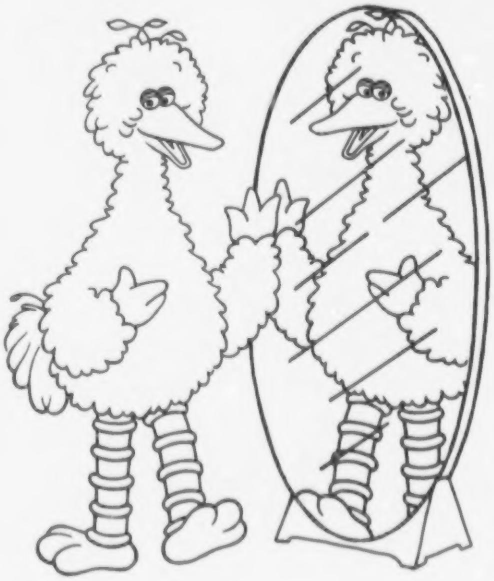
Tips

Encourage children to recognize similarities and differences between objects and events they see.

This almost comes naturally when children have many hands-on experiences and you ask open-ended questions. Ask plenty of "What," "Where," "Why," and "How" questions. Also give children the vocabulary they need to describe what they see.

Let children use their five senses to explore the world around them.

Where appropriate, guide children to touch, smell, listen, and taste things they see so that they can better understand the world around them.



©1993 Jim Henson Productions, Inc.

Help children to use problem-solving skills to explore events.

Children's curiosity is generally peeked when they have to try to figure out how things work and/or how adults do things. Involve children in activities where they have to explore concepts of weight, height, gravity, color, and shape, for example, or have to use their imaginations to describe things that are abstract.

Connect & Explore

[illegible]

These books help children think about the different things they see.

Children's Books

Bears in the Night by Stan and Jan Berenstien (Random House, 1971). In this story, seven bears step out of bed, sneak through the window, down the hill, and over the wall to discover the nighttime sounds.
Ages: 3-5

Brown Bear, Brown Bear by Bill Martin, Jr. Illustrated by Eric Carle (Holt, 1982). Children love to read and reread this predictable language book about animals of different colors.
Ages: 3-5

Color Dance by Ann Jonas (Greenwillow, 1989). This books shows and names all of the varieties of colors, illustrating how each color is a blend of other colors.
Ages: 3-5

Color Zoo by Lois Ehlert (Lippincott, 1989). This book shows nine zoo animals that are made of different colors and shapes.
Ages: 3-5

Counting Wildflowers by Bruce McMillan (Lothrop, 1986). This counting book shows different kinds of wildflowers in many different colors.
Ages: 3-5

Each Peach Pear Plum by Janet and Allan Ahlberg (Viking, 1979). This is an "I Spy" rhyming book that encourages children to look for familiar nursery rhyme characters.
Ages: 3-5

Exactly the Opposite by Tana Hoban (Greenwillow, 1989). This wordless book uses colorful photographs to show many different opposites.
Ages: 3-5

Freight Train by Donald Crews (Scholastic, 1978). See a freight train, with cars of different colors, go through tunnels, by cities, over bridges, in darkness and in daylight.
Ages: 3-5

Holes and Peeks by Ann Jonas (Greenwillow, 1984). A young African-American child is afraid of holes but loves "peeks" because of the wonderful things he sees through them.
Age: 3

It Looked Like Spilt Milk by Charles Shaw (Harper & Row, 1988). This book shows how a white cloud-like shape resembles different things, depending on how you look at it.
Ages: 3-5

Look Around: A Book About Shapes by Leonard Fisher (Puffin, 1987). This book shows basic shapes and images in everyday scenes that children will easily recognize.
Ages: 3-5

continued on next page

continued on previous page

Mouse Paint by Ellen Stoll Walsh (Harcourt Brace Jovanovich, 1989). Three white mice find three jars of paint—one red, one yellow, and one blue. When the three white mice start to play with the paint, lots of colorful things happen.

Ages: 3-5

The Napping House by Audrey Wood. Illustrated by Don Wood (Harcourt Brace Jovanovich, 1984). This is a gentle story about a house where a Caucasian family is sleeping. Then a tiny flea on top of the sleepers causes a commotion. Children can find all the animals and people in each picture.

Ages: 3-5

Of Colors and Things by Tana Hoban (Greenwillow, 1989). This picture book is filled with lots of brightly colored things we see around us.

Ages: 3-5

Sometimes Things Change by Patricia Eastman (Children's Press, 1983). This book gives examples of different things that change over time: a caterpillar into a butterfly, a bud into a flower, a baby into a child, and a stranger into a friend.

Ages: 3-5

Rosie's Walk by Pat Hutchins (Macmillan, 1968). Rosie the hen goes for a walk across the yard, around the pond, and over the haystack, unaware of the fox tailing her. Children have fun seeing what happens to the fox in each picture.

Ages: 3-5

The Very Hungry Caterpillar by Eric Carle (World, 1969). This book traces the life of a caterpillar, beginning with the hatching of its egg. The newborn caterpillar is very hungry, and bright illustrations depict the different foods he eats. In the end, he makes a cocoon, and emerges a beautiful butterfly.

Ages: 3-5

What the Moon Saw by Brian Wildsmith (Oxford University Press, 1978). Moon complains to sun that he has never seen earth. So sun shows him things like houses, cities and villages, people, and many different animals.

Ages: 3-5

Where's Spot? by Eric Hill (Putnam, 1980). Spot hasn't eaten his supper so mother looks throughout the house until she finally finds him in his hiding place.

Ages: 3-5

Exploring and Comparing

GOALS Thinking About What We See, Neighborhood, Shapes

OBJECTIVES Children will:

- explore different things they find in their neighborhood
- describe and compare things they make and see around them

Reading and Doing

The children will find different kinds of trees in the books they "read."

Supplies: several children's books that show outdoor illustrations (see the **Thinking About What We See** goal booklist for suggestions)

1. Encourage children to look through several of the children's books you've selected. Ask them to find as many pictures of trees as they can. Encourage them to talk about the trees they see in the books and, if possible, around their neighborhood. For example, "Are there *many* trees or just a *few*?" "Are the trees very *tall* and *old* with *thick trunks* or are they new trees with *skinny trunks* and *branches*?" Introduce children to the different parts of the tree, such as the *trunk, branches, leaves, stems, roots*, and *bark*.

2. You can take the children on a community field trip or neighborhood walk to a botanical garden, tree farm, or plant nursery. Ask the guide or shop owner to show the children how trees grow from very short to tall trees and the care they need to grow.

With Three-Year-Olds

Encourage children to think about things they do or have seen children do around trees—climb them, hide behind them, have a picnic under the trees. Go to the park or an open field where there are trees, and encourage children to touch and talk about how the trees feel, or water a nearby tree.

Viewing Box

The children will explore things they find around their neighborhood with a magnifying glass.

Supplies: small objects you and the children collect for display, such as different types of fabrics, leaves, pine cones, rocks, twigs, dried flowers, small potatoes, magazine pictures, stamps; shoe box; magnifying glass

1. Create a Viewing Box where children can explore how things look under a magnifying glass. You and the

continued on page 16

BEST COPY AVAILABLE

© 1993 Jim Henson Productions, Inc.

continued from page. 15

children can collect small objects from around the room or during an outdoor walk. Place them in an open shoe box, and investigate each object by looking at it through a magnifying glass.

2. Ask the children to touch and feel the object before they look at it under the magnifying glass. Help them describe what they feel. "Is the leaf *smooth* or *rough*?" "What color is it?"

3. Afterward, discuss with the children how they can see new things they couldn't see before when they look through the magnifying glass. For example, *small* things get *bigger*, things can have *wavy* or *curvy* lines, things can have *bumps* or *holes*. Continue adding to the collection by finding new things to look at around the room or on the outdoor walk.

With Three-Year-Olds

Place only three or four things at one time in the Viewing Box. Always have an adult nearby to help the children put into words what they see.

Leaf Prints

The children will collect leaves to make exciting leaf prints.

This activity should be done around the end of summer or in the fall, and it may take more than one day to complete.

Supplies: leaves, paper bag(s), glue, brushes (any brushes children can spread glue with), construction paper, salt shaker filled with sand (optional)

1. Invite the children to go on a leaf hunt. Choose an area where they can collect leaves that have fallen from trees. Discuss with the children why leaves start to fall off the trees at certain times of the year. The children can store their leaves in individual paper bags or one large bag. Remind the children to collect leaves that are not too dried out (show and let them feel leaves that are not too dry). Discuss with the children how to hold the leaves so that they do not fall apart. Explain that leaves are very *fragile*.

2. When the children have collected

enough leaves, talk with them about how the leaves feel and look. You may help the children describe their leaves by introducing such words as *soft, delicate, colorful, brown, dark* or *light green,* or *crumbly*.

3. At another time (preferably on another day) invite a small group of children at one time to an area where they can sit comfortably. Let them select one of the leaves. Guide the children in spreading glue on one side of a leaf with the glue brushes, and then help them *gently* press it on a piece of construction paper. Show the children how to lift their leaves off the paper after about one or two minutes and see how the leaves leave a *print*. Talk about how each of the leaf prints are similar and different. Some have *tips*, others are *round* or *long*, some have a *stem*. If you wish, the children can sprinkle sand on the leaves to make *rough* sand prints. Discuss how the leaves feel different with the glue and the sand.

With Three-Year-Olds

This activity should be done over several days. While collecting leaves, help the children find leaves they can use. Talk about how they feel as they have them in their hands, and give them the words (as suggested above) that will help them describe what they feel. On another day you and the children can make glue prints, and at another time, you can try sand prints. This way children won't feel overwhelmed by the activity.

Paint Splash Designs

The children will create paint splash designs and talk about the different designs they see.

Supplies: drawing paper, different-colored paints diluted with water (you can put the paint in ice-cube trays, baby food jars, or small tin plates), an eyedropper (you can ask your local pharmacist to donate one if you don't already have one), and several non-bendable straws

1. Invite a small group of children to an area where they can experiment with paint. Have available the paper, paint, eyedropper, and straws.

2. Demonstrate for the children how they can place a small puddle of paint on their paper using the eyedropper, and then *gently* blow through the straw to make all kinds of funny shapes. Encourage the children to pick which colors they want to use, and help them place the small paint puddles on the paper. Little by little, children will realize that they can control the way the paint splashes by the way and the direction they blow.

3. Help children describe the colors or shapes (squiggles, circles, lines) they see in their paint splash pictures, as

continued on page 18

well as use their imaginations to think of things they see.

With Three-Year-Olds

Always guide children on how to blow gently through the straw. Sometimes they'll want to experiment with very hard blowing to see what happens; you can experiment with this while children are outdoors and will not splash anything or anyone around them.

With Families

Send a note home or talk with family members while they're picking up their children, describing the paint splash paintings the children made. Encourage family members to ask the children about their paintings. They can ask children about the colors they used and discuss with the children all the forms they see.

Investigate and Discover

GOALS Thinking About What We See

OBJECTIVES Children will:
- have opportunities to explore measurements
- look for and experiment with objects that sink and float

Reading and Doing

The children will talk about how important it is to think about what you see and do, especially when exciting things are happening.

Supplies: a children's book about a character discovering wonderful things happening around him or her (see the **Thinking About What We See** goal booklist)

Read with the children one of the suggested books in which the character(s) explores all kinds of exciting things. Encourage the children to describe what the character finds that's so exciting. For example, children can talk about what the object is, its shape, color, size, and so on. Ask the children to talk about how the character finds these exciting things and what places he or she visited.

With Three-Year-Olds

Since children will be talking about the pictures in the book and describing what they see, make sure to select books that show objects the children are familiar with. As children become more accustomed to using words that describe what they see, you can introduce books that show objects that are less familiar.

Measurement

The children will explore measuring.

Supplies: baby bathtub or water table, water, food coloring (optional), several same-sized plastic containers, one or two small plastic pitchers, marker

1. Fill a baby bathtub with water or use the water table. You can add food coloring to make colored water, which is easier to see. Inside the tub or water table, place several same-sized containers. Using a marker, make a line all around the container to show the point to where the children can fill the container. Mark one that the children can fill to the top (full), another three-quarters, another half-full and still another, one quarter-full.

continued on page 20

BEST COPY AVAILABLE

continued from page 19

2. Invite a small group of children to join you in exploring how to measure things. Demonstrate how the children can fill each container to the line using the small pitchers. Encourage the children to help one another. For example, as one child is pouring, the other child can call out when to stop. Ask the children to think about which containers have *more* water and which have *less* water. Remember the children don't have to guess or know the exact levels of measurement. Eventually, you can also introduce different-sized containers that the children can fill to various levels.

With Three-Year-Olds

The concept of measurement is hard for children to understand completely. You can do a simple version of the activity with them. Place several same-sized plastic containers marked by the line to the levels of "full" or "half-full" only. Ask the children to compare which have *more* or *less* water.

© 1993 Jim Henson Productions, Inc.

Light Things Float, Heavy Things Don't

The children will experiment with things that sink or float.

Supplies: water table, a baby bathtub, or a children's small outdoor plastic pool filled with water; things that float, such as soap bars, sponges, paper, rubber bands, empty plastic bottles; things that sink, such as blocks, filled plastic bottles, small metal trucks or spoons

1. Fill the water table, baby bathtub, or outdoor plastic pool with water, and invite a small group of children to join you. Remember that an adult should always be present.

2. Introduce the children to the concept of things floating and sinking by showing them some items that can *float* and others that *sink*. Have available things that float and also things that sink (for suggestions, see the list above). Allow the children to experiment with the objects around them, and talk about how things that are *light* will tend to float and things that are *heavy* will tend to sink. Ask the children to predict

whether each object will *float* or *sink*.

3. At another time you can have other interesting objects that children can experiment with, such as half a piece of cantaloupe (floats even though it's heavy). Or they can fill different-sized plastic containers with water until they sink.

With Three-Year-Olds

Have available only a few objects at one time, and just use objects that are light or heavy. Encourage the children to name and hold the objects before placing them in the water.

With Families

Send a note home or write in your newsletter that you and the children are experimenting with things that float and sink. Suggest that family members put water in their tub (only about a third full), sink, or children's small outdoor plastic pool. Then they and their children can explore the objects around their home and/or outdoors things to see which float or sink. Remind parents that children need constant adult supervision around water.

Recycle and Save

The children will get involved in understanding what recycling is all about.

This activity should be done over several days or weeks.

Supplies: paper, markers, large cardboard boxes that can be painted and/or covered with fabric, wallpaper, or butcher paper on which children can draw designs (optional), a note to family members to collect things that are recyclable

1. Introduce children to the world of recycling. Depending on how involved your community is in recycling, show the children all the things that can be recycled in your community, such as plastic bottles, aluminum cans, paper (including newspapers and white paper).

2. Invite your children to start a "recycling campaign." Talk with the children about why it's important to recycle: It helps keep the environment clean, reduces the amount of garbage in land fills, keeps water clean, and protects animals (fish eat garbage in lakes or oceans and it makes them sick).

3. The campaign can be for just one item, such as plastic soda bottles, or it can include several items. Encourage the children to make paper signs for the different things that can be recy-

continued on page 22

continued from page 21

cled. You and the children can also make "recycling bins" by painting and/or covering the large cardboard boxes with fabric, wallpaper, or butcher paper on which children can draw designs, and pasting your paper signs on the boxes. (Ask your local supermarket, furniture, or bicycle store to save some boxes for you.)

4. You and the children can also visit the places where recycling starts or is done. For example, after you've accumulated several soda bottles, go to your local supermarket or beverage center and place the bottles in the recycling machine (an adult should insert the bottles while children hand them over). Ask the store manager to open the machine and show the children how the bottles are broken down into very small pieces. Describe to the children how these pieces are melted down even further and then used to create new plastic containers.

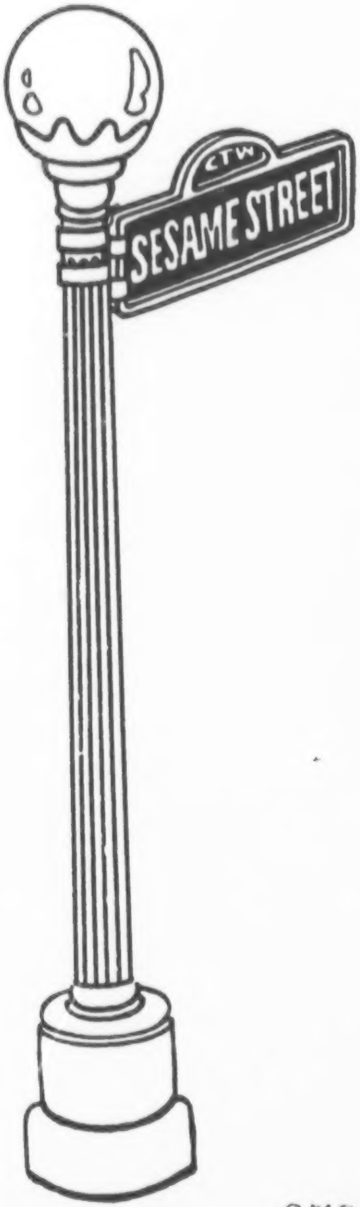
With Three-Year-Olds

It's never too early to learn about recycling. As children see it in their community and in their child care program, they're more likely to understand why it's important and how it's done. Introduce recycling with only one item, such as plastic bottles or newspapers. This will make it easier for children to get involved and understand how recycling works.

With Families

Send a note home to family members telling them that you and the children are exploring how to *help the environment by recycling*. Children and their families can collect soda bottles and/or other recyclable items, and at pick-up or drop-off times place them in the "recycling bins" you and the children made.

Resources


CTW
SESAME STREET

BEST COPY AVAILABLE

© 1993 Jim Henson Productions, Inc.

Resources

Professional Booklist 56

Professional Organizations 57

Sesame Street Theme Song 58

Sign Language: Signs Your Children Can Make 59

BEST COPY AVAILABLE

Professional Booklist

There are a large number of books and curriculum guides that can help you in working with children, and in creatively solving problems and issues that come up. Look for the following books in your local library, early childhood resource center, or bookstore, or ask to have a title ordered by contacting the publisher.

Alerta: A Multicultural, Bilingual Approach To Teaching Young Children by Leslie R. Williams and Yvonne De Gaetano (Addison-Wesley, 1985)

Alike and Different: Exploring Our Humanity With Young Children by Bonnie Neugebauer (Exchange Press, 1990)

Anti-Bias Curriculum: Tools for Empowering Young Children by Louise Derman-Sparks (National Association for the Education of Young Children, 1989)

Cultural Awareness for Children by Earldene McNeil, Velma Schmidt, and Judy Allen (Addison-Wesley, 1992)

Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8 edited by Sue Bredekamp (National Association for the Education of Young Children, 1987)

Discover The World: Empowering Children to Value Themselves, Others, and the Earth edited by Susan Hopkins and Jeffry Winters (New Society Publishers, 1990)

Emerging Literacy: Young Children Learn To Read And Write edited by Dorothy S. Strickland and Lesley Mandel Morrow (International Reading Association, 1989)

Family and Early Childhood Programs by Douglas R. Powell (National Association for the Education of Young Children, 1990)

Globalchild: Multicultural Resources for Young Children by Maureen Cech (Addison-Wesley, 1991)

Helping Children Love Themselves And Others: A Professional Handbook for Family Day Care (The Children's Foundation, 1990)

More Story Stretchers: More Activities to Expand Children's Favorite Books by Shirley C. Raines and Robert J. Canady (Gryphon House, 1991)

More Than Graham Crackers: Nutrition & Food Preparation With Young Children (National Association for the Education of Young Children, 1989)

280

Parent Involvement In Early Childhood Education by Alice S. Honig (National Association for the Education of Young Children, 1990)

Roots & Wings: Affirming Culture In Early Childhood Programs by Stacey York (Redleaf Press, 1991)

Story Stretchers: Activities to Expand Children's Favorite Books by Shirley C. Raines and Robert J. Canady (Gryphon House, 1989)

Teacher-Parent Relationships by Jeannette Galambos Stone (National Association for the Education of Young Children, 1992)

For Families

The following books and booklets are wonderful resources to share with family members.

Helping Your Child Get Ready For School (U.S. Department of Education, Office of Educational Research and Improvement, 1992)

Helping Your Child Use The Library (U.S. Department of Education, Office of Educational Research and Improvement, 1992)

Parents Are Teachers, Too by Claudia Jones (Williamson, 1988)

Mother/Child, Father/Child Relationships edited by Joesph H. Stevens and Marilyn Mathews (National Association for the Education of Young Children, 1979)

Professional Organizations

Educating young children is a great responsibility, and it's important to get all the help you can. The following national organizations have trained professionals who can provide you with information, as well as assist you in locating organizations in your community that can offer technical assistance and help you network with other child care professionals:

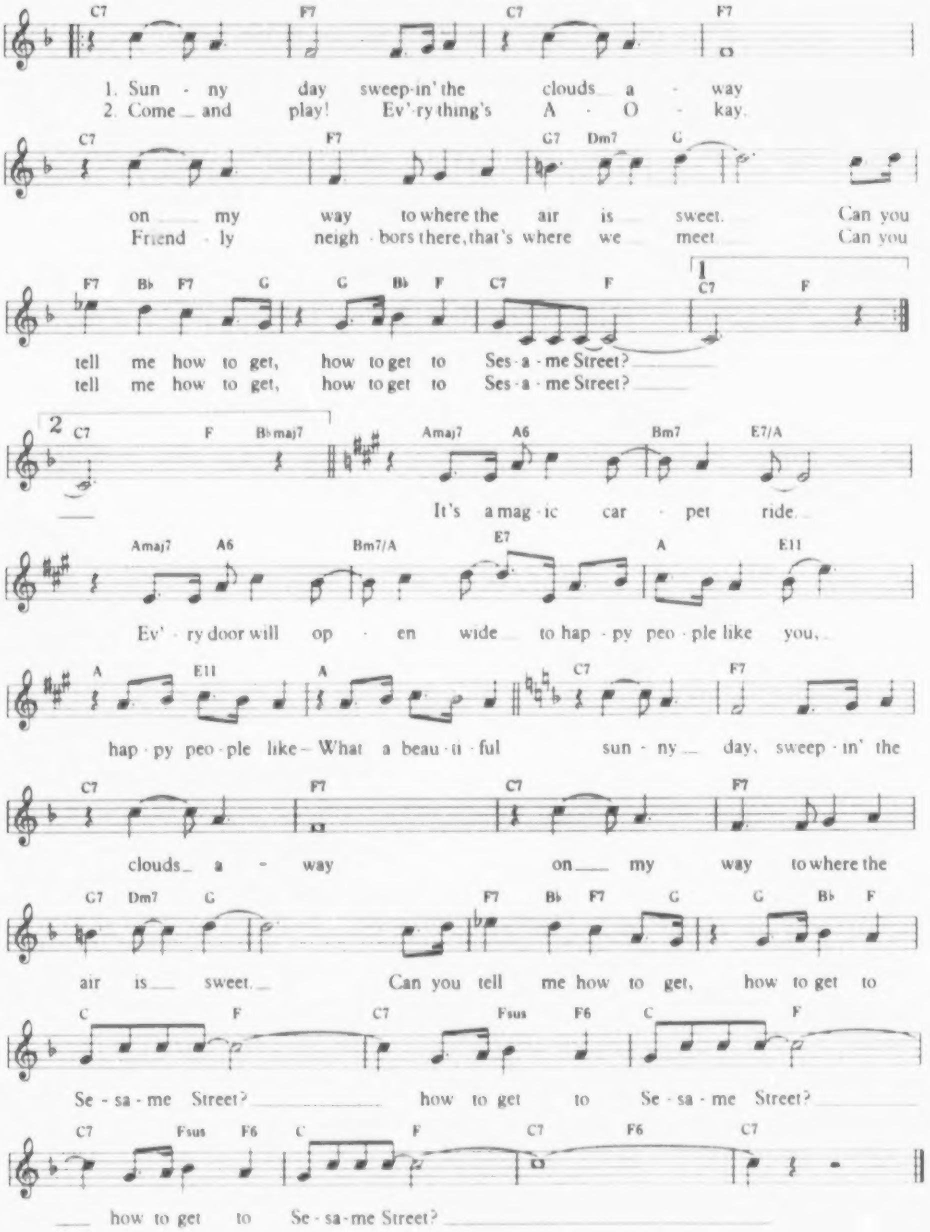
National Association of Child Care Resource and Referral Agencies (NACCRRA)
P.O. Box 40246
Washington, D.C. 20016-0246

National Association for the Education of Young Children (NAEYC)
1509 16th Street, N.W.
Washington, D.C. 20036-1426

National Association for Family Child Care
1331-A Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Sesame Street Theme Song

Words by Bruce Hart—Music by Joe Raposo

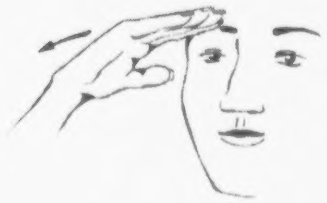

C7 F7 C7 F7
1. Sun - ny day sweep-in' the clouds a - way
2. Come and play! Ev'-ry thing's A - O - kay.
C7 F7 G7 Dm7 G
on my way to where the air is sweet. Can you
Friend - ly neigh - bors there, that's where we meet. Can you
F7 B♭ F7 G G B♭ F C7 F 1 C7 F
tell me how to get, how to get to Ses - a - me Street?
tell me how to get, how to get to Ses - a - me Street?
2 C7 F B♭maj7 Amaj7 A6 Bm7 E7/A
It's a mag - ic car - pet ride.
Amaj7 A6 Bm7/A E7 A E11
Ev' - ry door will op - en wide to hap - py peo - ple like you,
A E11 A C7 F7
hap - py peo - ple like - What a beau - ti - ful sun - ny day, sweep - in' the
C7 F7 C7 F7
clouds a - way on my way to where the
C7 Dm7 G F7 B♭ F7 G G B♭ F
air is sweet. Can you tell me how to get, how to get to
C F C7 Fsus F6 C F
Se - sa - me Street? how to get to Se - sa - me Street?
C7 Fsus F6 C F C7 F6 C7
how to get to Se - sa - me Street?

Copyright © 1970 Sesame Street, Inc. ASCAP

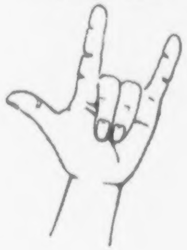
Sign Language: Signs Your Children Can Make

Help your children learn how to say things in sign language. Try the following signs:

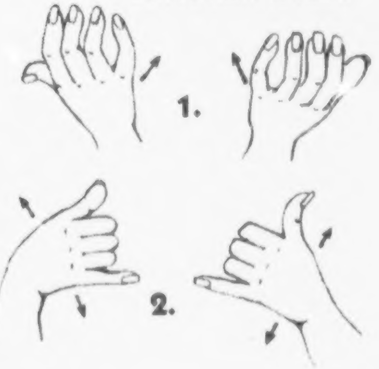
"HELLO"



"I LOVE YOU"

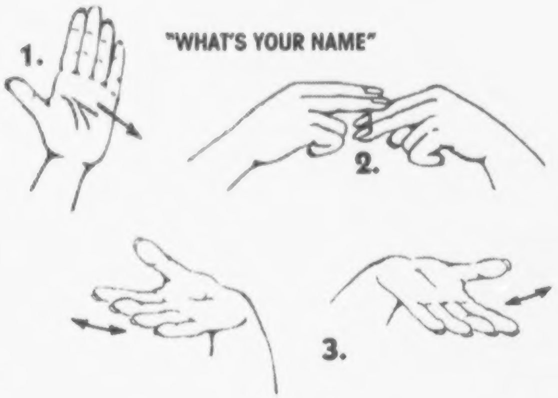


"DO YOU WANT TO PLAY?



Pull both hands towards you

"WHAT'S YOUR NAME"



Today On Sesame Street

BEST COPY AVAILABLE

©1993 Jim Henson Productions, Inc.

Today On Sesame Street

What's In *T.O.S.S.* 60

Tips On Using *T.O.S.S.* 61

BEST COPY AVAILABLE

Today On Sesame Street

Today On Sesame Street (T.O.S.S.) is your monthly guide to the *Sesame Street* show. It lets you know what will be on the show, and helps you to prepare and develop daily plans based on specific educational goals. *T.O.S.S.* is an important part of **Sesame Street PEP**'s effort to help you and your children play and learn!

You'll receive a new issue of *T.O.S.S.* each month during the broadcast season, which runs from November to May. From May to October, the shows are rebroadcast. During the repeat broadcast season, you'll receive additional copies of *T.O.S.S.* In May, you'll also receive a *T.O.S.S. Program Guide*, which lists all of the season's shows by show number and by featured goal. Use this to help you identify shows to highlight during the repeat season, and as an index for your *Sesame Street* library.

You can store your copies of *T.O.S.S.* and your Program Guides in this section. The information below will help you make the most of *T.O.S.S.*

What's In *T.O.S.S.*

Each issue offers you:

- **Show Information:** For each show, there's a description of a segment in the first 30 minutes of the show. For each segment, *T.O.S.S.* highlights one of the goals of that segment, and lists the show's letters and number for the day.
- **Related Activities:** For each segment, *T.O.S.S.* offers activity suggestions related to the featured goal.
- **This Month's Suggested Children's Books:** These children's books are based on the goals most often featured in that issue. They're included in the booklist in this handbook.

- **Working With Your Children:** Tips on how to help your children learn about the specific goals and themes featured in that issue.

- **Also Note:** Descriptions of some segments included in the shows covered in that issue that you might want to feature in addition to, or instead of, the featured segments.

Tips On Using *T.O.S.S.*

The following steps can help you make the most of *T.O.S.S.*

1. Choose a goal to highlight. You can highlight the goal featured in *T.O.S.S.*, another goal presented in the featured segment, or a goal presented in another segment.

2. Read the tips on the goal you're highlighting in the **Play and Learn Activities**.

3. Choose a related activity. You can use the activity suggestions offered in *T.O.S.S.*, the **Play and Learn Activities** based on the featured goal, or make up your own activity. If you've identified and are highlighting a goal other than the one that is featured in *T.O.S.S.*, you can use the **Play and Learn Activities** related to that goal, adapt the activity suggestions in *T.O.S.S.*, or make up your own activity.

4. Choose a related book. There's a list of children's books for every goal covered in the **Play and Learn Activities**. *T.O.S.S.* offers suggested Children's Books based on the goals most often featured in that issue.

5. Think about how to help the children make the connection between the goals presented in the show and the activities and/or children's books you have chosen.

6. After doing the related activity, think about how it worked or did not work for your children. What did you do that worked well? What did you do that you might like to do differently?